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ABSTRACT

This test manual was designed to aid recreation and community leaders in determining the performance levels of those who participate in their programs and, where appropriate, in working towards higher levels of achievement. The first section discusses the test and the national norms that have been determined for it. It is stated that the test is a battery of six test items designed to give a measure of physical fitness for both boys and girls in grades five through twelve. Charts are provided which compare average scores on the tests in 1958, 1965, and 1975. The second section contains detailed instructions for administering each test. The next three sections discuss the three types of forms used for recording the test data, and how to compare test results. Tables are also presented in these sections for use in the comparison of test scores. The final two sections contain information on testing, and copies of the recording forms. Appended is a list of participating schools and personnel in the 1974-75 test. (RC)

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YOUTH FITNESS TEST MANUAL

REVISED EDITION

REVISED 1976 EDITION

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and
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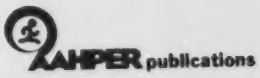

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CONTENTS

Foreword . . . . . *George F. Anderson* 7

THE TEST AND THE NATIONAL NORMS 9

ADMINISTERING THE TEST 28

1. pull-up 29
   flexed-arm hang 30
2. sit-up 31
3. shuttle run 32
4. standing long jump 33
5. 50-yard dash 34
6. 600-yard run 35

RECORDING TEST SCORES 36

COMPARING RESULTS 37

TABLES

Tables 1-6B Percentile Scores for Girls Based on Age 38
Tables 7-12B Percentile Scores for Boys Based on Age 46
Tables 13-17 Percentile Scores for Boys and Girls Based on Age 54

TESTING 59

RECORDING FORMS

Personal Fitness Record 61
Cumulative Fitness Record 65
Class Composite Record 69

APPENDIX

Participating Schools and Personnel in 1974-75 Test 73

FOREWORD

The American Alliance for Health, Physical Education, and Recreation has always been concerned with ways to improve the physical fitness of American boys and girls. One of its most effective recent contributions has been the steady emphasis and stimulation exerted through the Youth Fitness Test Project initiated in 1957. The AAHPER Youth Fitness Test is the first ever to be developed by the physical education profession for which national norms were determined.

The establishment of national norms in 1957 for the seven-item test battery clearly indicated that the young people of this country were not as physically fit or vigorous as they should be. In 1965 the national norms were updated with another national study under a grant from the United States Office of Education, and while the results showed improvement, the level of physical performance was not encouragingly high. The nation norms that appear in this publication were updated in 1975 under a grant from USOE, with modifications in the test battery. The softball throw was eliminated, and the one-minute flexed leg sit-up replaced the straight leg sit-up. Optional distance runs that may be substituted for the 600-yard run are included in this revised manual as an increasing number of schools are including endurance running or jogging in their physical eductation programs. The norms for the distance runs are adapted from the Texas Physical Fitness-Motor Ability Test.

The results of the 1975 national survey showed that in comparison of average scores for girls with the 1965 data, significant improvements were made in the flexed arm hang, standing long jump and 600-yard run for given age levels. For the boys, the 1975 scores on all tests and for all age levels showed no significant improvement over the 1965 scores. Girls at age 10 on the 600-yard run and boys age 14 on the standing long jump showed a decrease in performance in the 1975 survey.

The new national norms are cause for concern by all who are associated with the physical education profession. There has been no significant overall improvement in the fitness of our youth in the last 10 years. It is essential that physical educators throughout the country dedicate themselves to reemphasis of the physical fitness component as an integral and significant part of their physical education programs. The opportunity for all boys and girls to participate in vigorous physical activities will motivate them to improve their level of physical performance. Physical educators, as well as recreation and community leaders, are urged to utilize fully the 1976 revision of the AAHPER *Youth Fitness Test Manual* to determine the performance levels of those who participate in their programs and, where appropriate, to work toward higher levels of achievement.

On behalf of the Alliance I express our grateful appreciation to the late Paul Hunsicker, to whom this volume is dedicated, and to Guy G. Reiff, both of the University of Michigan, for their devoted efforts in again conducting the 1975 national survey and updating the norms. I also wish to acknowledge the

assistance of Andrew S. Jackson, University of Houston, for the inclusion of the optional runs listed in the test battery. Thanks also to Charles T. Avedisian for his assistance in gaining entry into various school systems. To all those school administrators, faculty members and boys and girls who assisted and participated in the [illegible] to make this revision possible, I extend our sincere thanks.

George F. Anderson

THE TEST and the NATIONAL NORMS

The revised AAHPER Youth Fitness Test is a battery of six test items designed to give a measure of physical fitness for both boys and girls in grades 5-12. The tests were selected to evaluate specific aspects of physical status which, taken together, give an over-all picture of the young person's general fitness. It is the only fitness test for which national norms have been determined.

The test battery

The tests can be given in the gymnasium or outdoors. They are: pull-up (with flexed-arm hang for girls)—for judging arm and shoulder girdle strength; flexed leg sit-up—for judging efficiency of abdominal and hip flexor muscles; shuttle run—for judging speed and change of direction; standing long jump—for judging explosive muscle power of leg extensors; 50-yard dash—for judging speed; and 600-yard run (with optional runs of 1 mile or 9 minutes for ages 10-12 or 1½ miles or 12 minutes for age 13 and older)—for judging endurance.

The original test battery of seven tests was developed in 1957 by a special committee of the AAHPER Research Council. Its work was the direct result of a national conference called in 1956 by President Dwight D. Eisenhower to consider the fitness of American youth. President Eisenhower was alerted to the poor physical record of our young people through the research studies of Hans Kraus and associates as published in the *Journal of Health, Physical Education, Recreation* and in the *Research Quarterly*. Following the President's meeting, AAHPER held a conference to determine specific steps which the physical education profession might take to improve the level of physical fitness among American youth. One important result of this national meeting was to set in motion the AAHPER Youth Fitness Project, an attempt both to measure and to improve the fitness of our country's boys and girls.

The special Research Council committee was fully aware of the problems confronting a group charged with the responsibility of studying the fitness of the nation's youth. There was, however, a strong feeling that some concrete action should be taken. Accordingly, with the thought that any project proposed would be looked upon as a pilot study, the committee agreed on plans for a survey of youth fitness in the United States.

Seven test items were chosen by this group of experts, and recently, three modifications were made in this original test battery. The sit-up was changed to a flexed leg sit-up, which is a more accurate measure of the abdominal muscle. The softball throw was eliminated on the ground that it involves skill to a large extent while the prime purpose of the battery of tests is to determine fitness. The 600-yard run was modified to include two optional runs—the 1-mile or 9-minute run for ages 10-12 or the 1½-mile or 12-minute run for children age 13

or older. The optionals originate with the Texas Physical Fitness-Motor Ability Test. Andrew S. Jackson, University of Houston, consulted with AAHPER on inclusion of the optional runs. These optional runs may be substituted in programs where extensive running has been a continuing part of the physical education program.

The following criteria were considered by the committee in selecting the seven (now six) items for the AAHPER Youth Fitness Test: tests which were reasonably familiar, required little or no equipment, could be administered to boys and girls (except for pull-up), could be given to the entire age range of grades 5-12, measured different components of fitness, and would allow self-testing by the student.

As an extension of the last criterion, it should be pointed out that the test battery does measure elements of strength, ability, and endurance, as well as proficiency in running and jumping. Each particular test item was viewed as an indicator of a strength or weakness with little interest in the test *per se*. As an example, the interest in pull-ups was not in the event itself but in the fact that this is an indicator of arm and shoulder strength.

It should be emphasized that the correlations among the six test items are low. If they were high, there would be no point in giving six tests—one or two would suffice.

First national fitness survey

AAHPER's most significant decision was to carry out the work necessary to develop national norms for the fitness test. Dr. Paul A. Hunsicker, University of Michigan, was named director of the project, with responsibility for coordinating the task of testing a nationwide sample of American youth. The Survey Research Center of the University of Michigan was delegated the task of selecting a representative sampling. Since it was decided that all boys and girls, grades 5 through 12, would be eligible participants, the sampling was based on homeroom units so that both those taking physical education and those not enrolled in physical education would be included. The Center drew the sample schools, made the initial contact requesting the school's cooperation, and decided which students in cooperating schools would be subjects.

Directions for administering the test were prepared, and professional people in various sections of the country assumed responsibility for supervising test administration in their areas. The project director met the people involved in the testing to distribute directions and demonstrate the tests. Although the precise time of testing and other arrangements were left to the discretion of the local people, these meetings assured that the norms for the Test would be the first determined on a national sample with standard administration.

Percentile score tables were determined for each of the six tests based on age alone, as well as on the Neilson-Cozens Classification Index. The Classification Index, however, is omitted from this manual as research indicates that age is a more valid criterion. The scores included test results for 8,500 boys and girls in grades 5 through 12.

The data for the first national survey were thus collected and analyzed during the school year of 1957-58. The test and the national norms were published by AAHPER in September 1958. It is estimated that the test has been administered to millions by physical education teachers and youth agencies. It has also been used in many foreign countries.

Incentive for improvement

The results of the 1957-58 survey, however, confirmed what many had suspected—American boys and girls did not demonstrate outstanding performance on the measures of fitness. The national norms were not at a very high level.

Comparisons between scores of youngsters in other countries and those of American children showed that our boys and girls were not as physically fit as those of some other lands in the qualities measured. Although our nutrition and health standards may be higher, our young people do not have the shoulder and upper arm strength or the endurance revealed by young people of many other countries.

The dismaying test results thus became an incentive to improve physical education programs around the country. When the fitness status of school pupils was ascertained through the test and then compared with the national norms, physical education teachers knew where they must concentrate to raise fitness levels. The test itself became a technique for improving physical fitness as well as a stimulation for broadening and enriching the opportunities for physical activity in the public schools.

Programs of health education, physical education, and recreation around the country were strengthened. More emphasis was placed on sports for fitness, on gymnastics for both boys and girls, on motivation for fitness. Two conferences were sponsored by the AAHPER to aid in the efforts to improve physical education offerings for secondary school pupils and for elementary school pupils.

The President's Council on Physical Fitness and Sports[1] was set up by President Eisenhower in 1956 to give federal encouragement to programs aimed at increasing overall fitness of American youth. It, like the AAHPER Youth Fitness Test program, was an outgrowth of the first President's Conference on Fitness of American Youth. The Council's work was expanded under President John F. Kennedy and continued under President Lyndon B. Johnson. Various programs were enlarged and extended under Presidents Richard M. Nixon and Gerald R. Ford.

The Council, as a part of its motivational program, officially adopted and endorsed the use of the AAHPER Youth Fitness Test and recommended fitness testing as the first step toward improvement of physical fitness.

Plan for motivation

As an incentive for a continual program of fitness testing, AAHPER prepared motivational materials for those participating in the testing procedure. Schools or any organized group which administers the test may receive a certificate of participation from AAHPER headquarters. Boys and girls taking part in the testing may receive awards and emblems indicating their performance level on the AAHPER Youth Fitness Test.

There is an achievement award certificate for boys and girls who attain the 50th percentile on all items in the test. An embossed gold merit seal is available for this certificate of achievement for those boys and girls who attain the 80th percentile on all test items. A progress award is available for the physically limited boys and girls who, in their instructor's estimation, show improved performance on the test items.

[1] Originally called the President's Council on Youth Fitness.

There are also other awards to provide boys and girls with a keen incentive to improve their fitness standards. Separate sew-on embroidered emblems are available, for three levels: elementary, junior, and senior.

The Presidential Physical Fitness Award, established by President Lyndon B. Johnson in 1966, honors students who demonstrate exceptional physical achievement. Boys and girls who score at or above the 85th percentile on all six items of the Youth Fitness Test are eligible. They must be students in good standing, recommended by their school principals.

Information about these awards and other materials on fitness may be obtained by writing to AAHPER headquarters (See pages 87-91.)

New national norms

A second survey, supported by the United States Office of Education, was completed and the results published in 1965. Ten years later, 1975, a third survey was conducted with funds from the Office of Education.

The test items administered during the second survey were identical to those given in 1957–58 with one exception. The flexed arm hang was substituted for the modified pull-up for girls because of the greater reliability in test administration.

In the third survey the softball throw was dropped from the test battery and the one-minute flexed leg sit-up was submitted for the extended leg sit-up. The new test minimizes the action of the hip flexors and the time criterion rather than a maximum number which yields a statistical distribution that is less skewed.

Comparison of norms

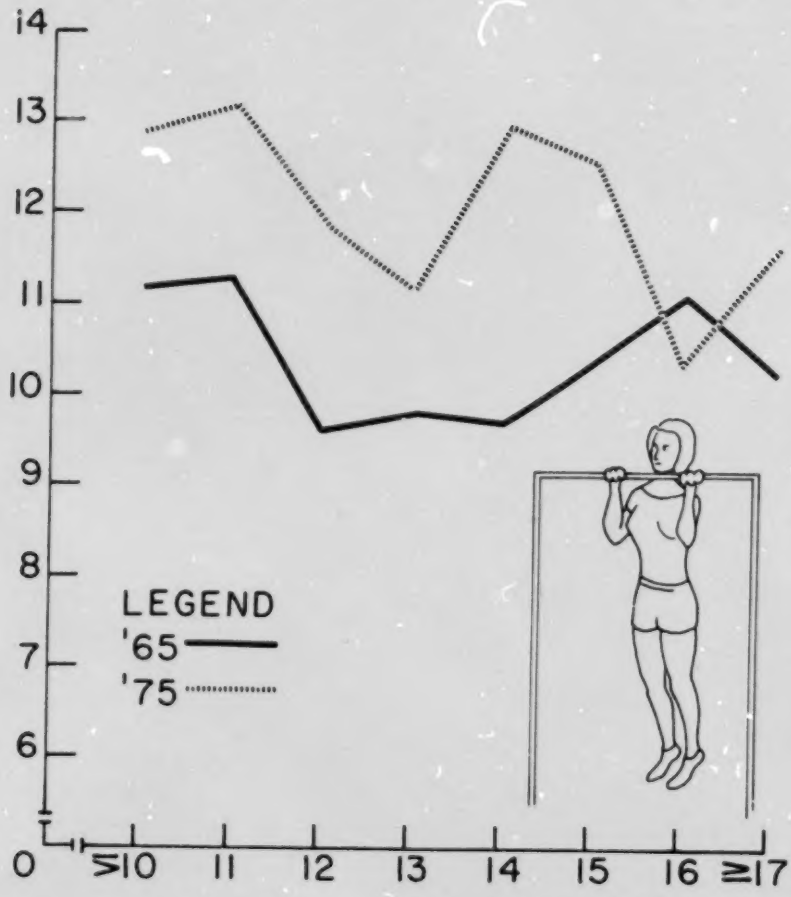
The 1975 norms for girls indicated a significant improvement in average scores in comparison with the 1965 data in the following tests: 13-year-olds–long jump and 600-yard run; 14-year-olds–flexed arm hang, long jump and 600-yard run; 15-year-olds–600-yard run; 17-year-olds–600-yard run. The 600-yard run average time for 10-year-old girls was not as fast as the 1965 average. All other comparisons did not yield a statistically significant difference (5% level).

The comparison of the boys' scores for 1975 did not yield a statistically significant improvement at any age level on any test. In one instance, the long jump for 14-year-olds, there was actually a decrease in performance.

No statistical comparisons between the 1958 data and the 1975 test results were made since the 1965 data were in almost all instances better than the 1958 scores. It seemed more appropriate to limit the observations to comparing the test results for 1965 with 1975 data.

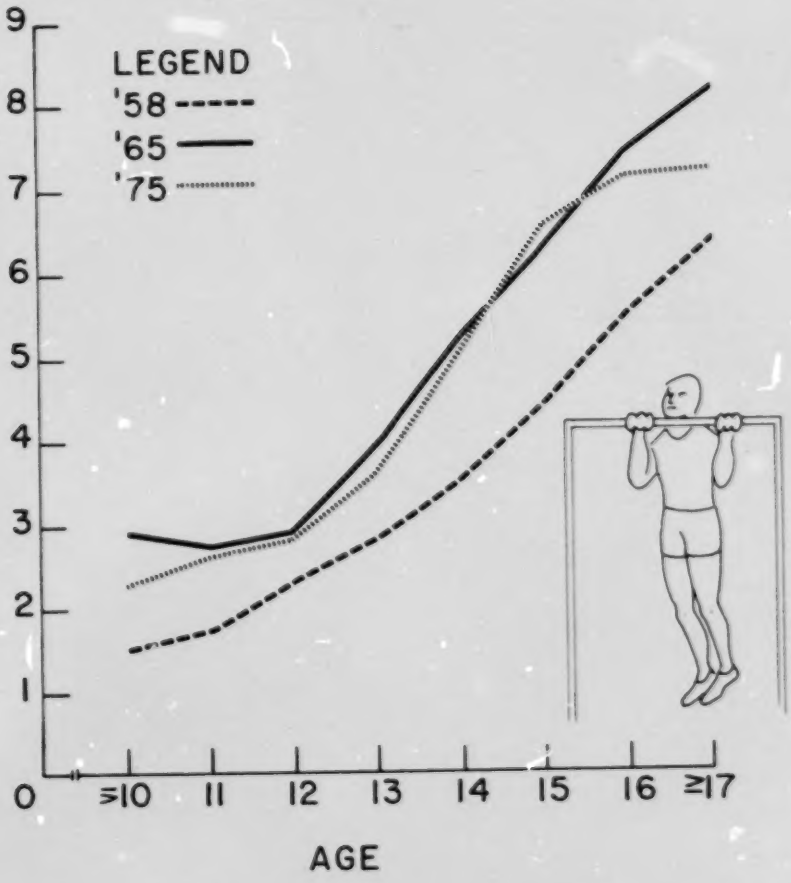
Charts comparing the three sets of averages for the different age groups are shown. Additional figures illustrating average scores for boys and girls in 1975 follow the other comparisons.

FLEXED ARM HANG
GIRLS



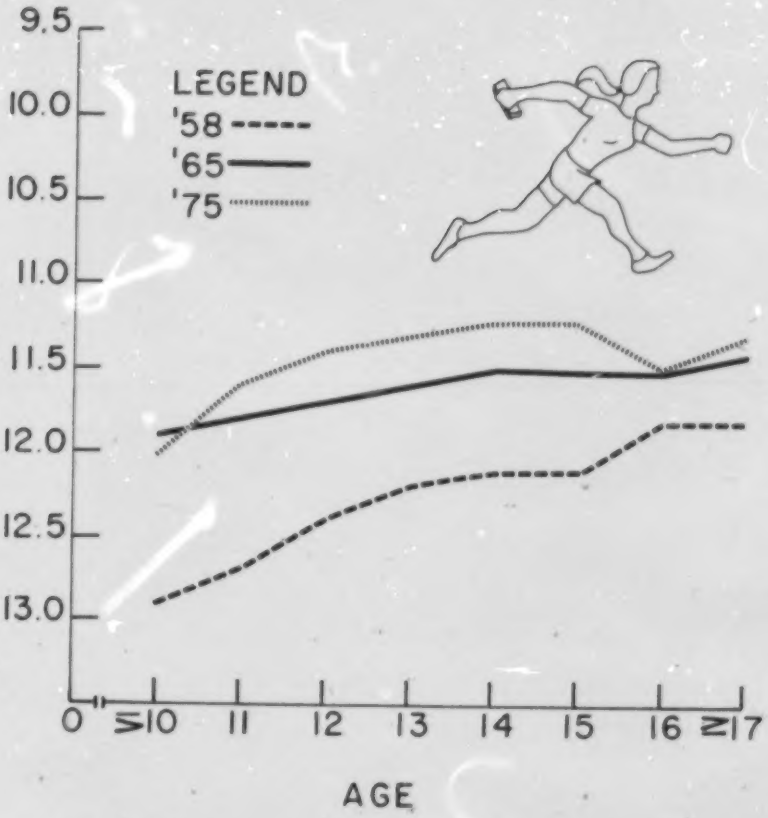
MEAN SCORES

PULL - UPS
BOYS



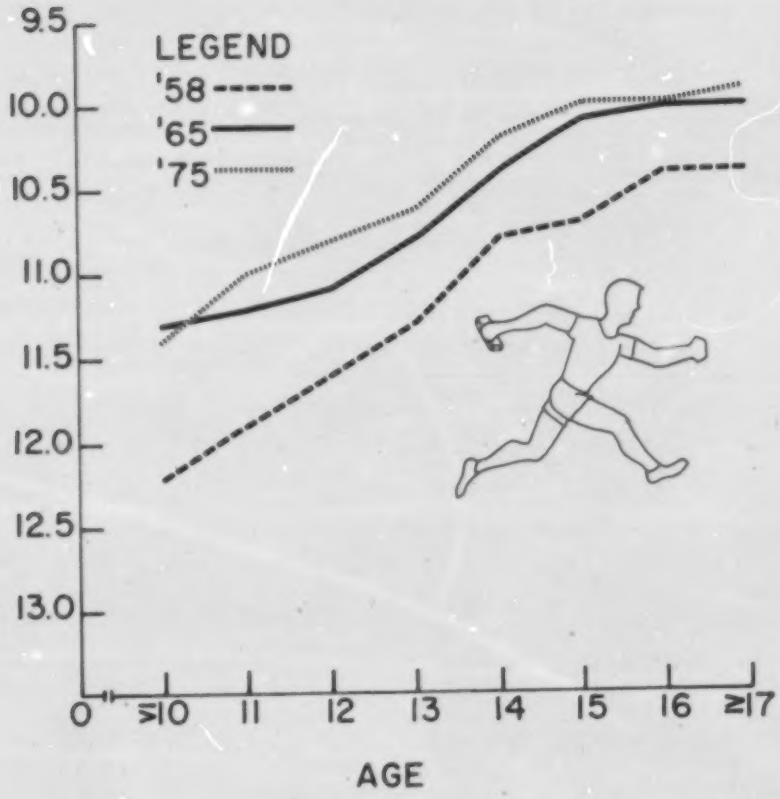
MEAN SCORES

SHUTTLE RUN
GIRLS



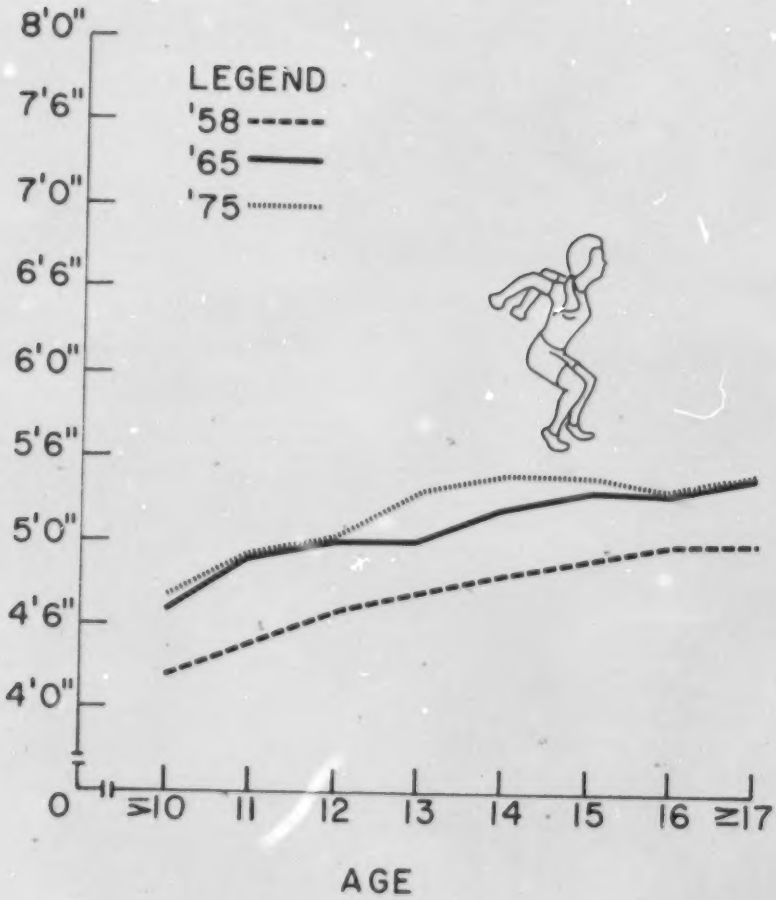
MEAN SCORES

SHUTTLE RUN
BOYS



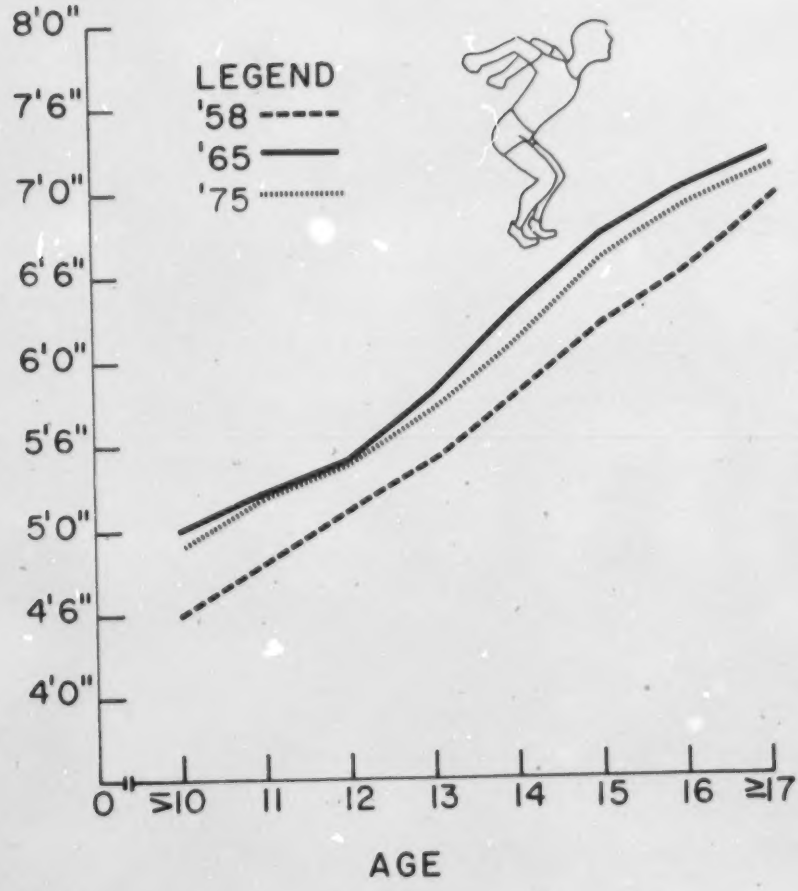
MEAN SCORES

LONG JUMP
GIRLS



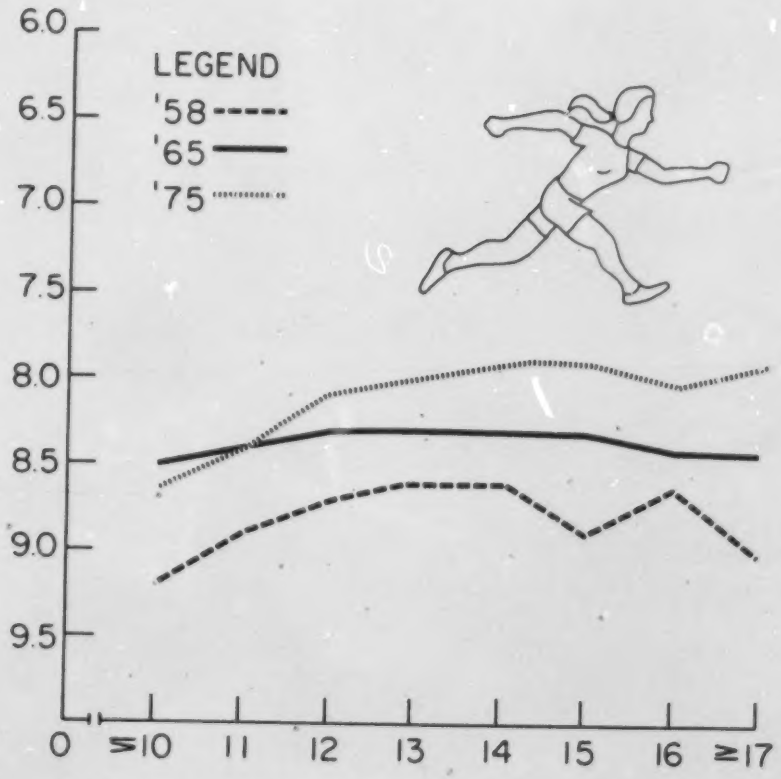
MEAN SCORES

LONG JUMP
BOYS

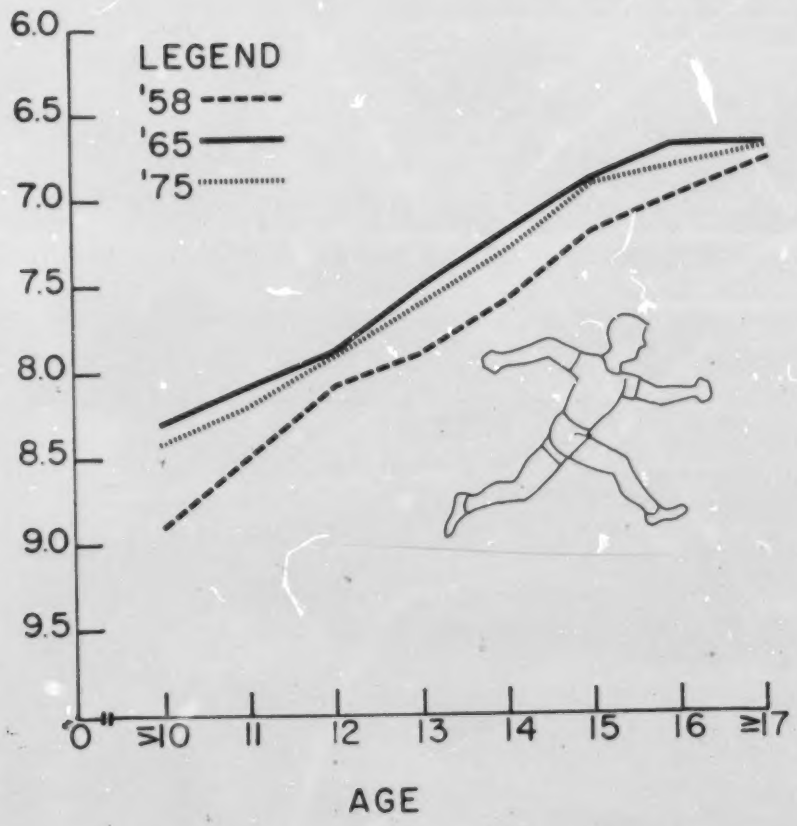


MEAN SCORES

50 – YARD DASH
GIRLS

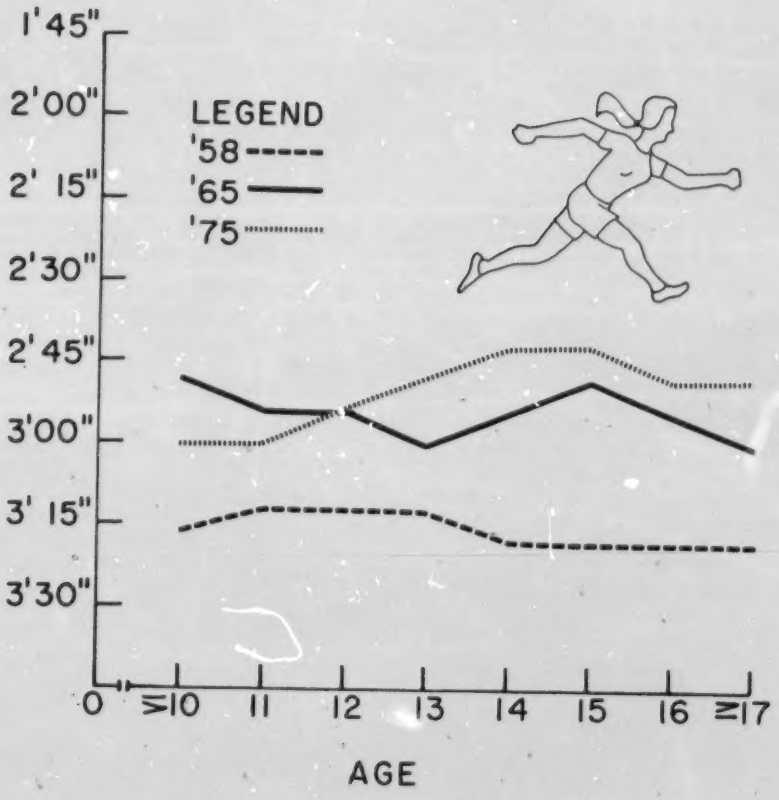


50 – YARD DASH
BOYS



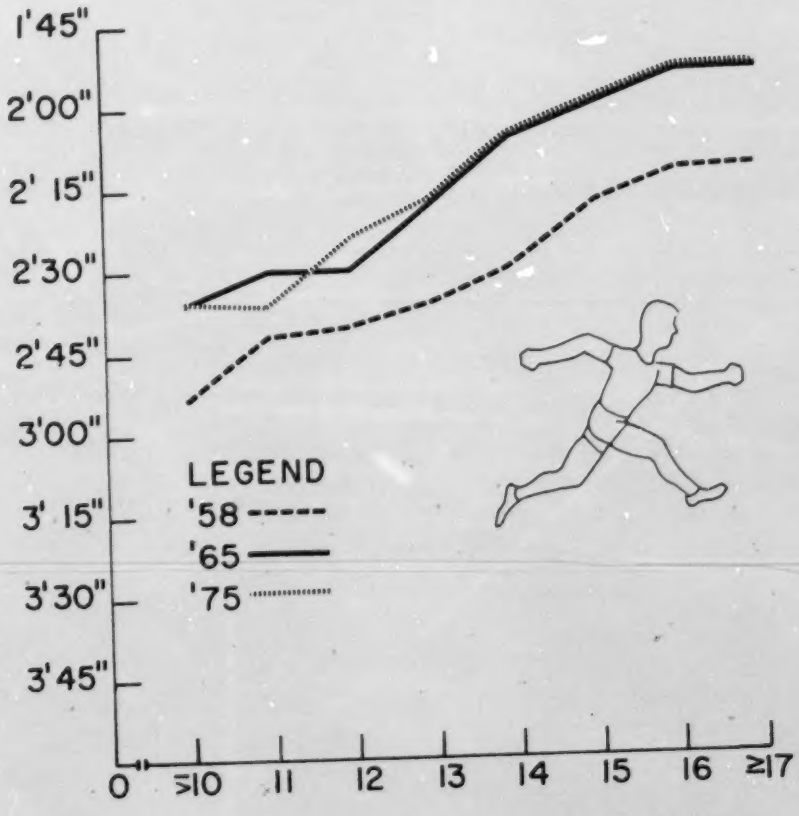
MEAN SCORES

600 – YARD RUN
GIRLS



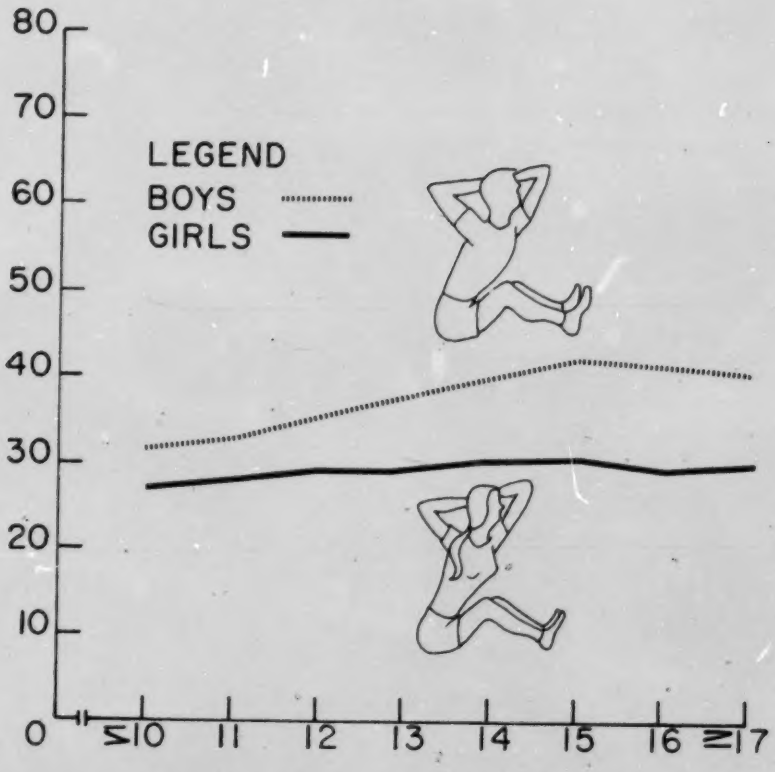
MEAN SCORES

600 – YARD RUN
BOYS



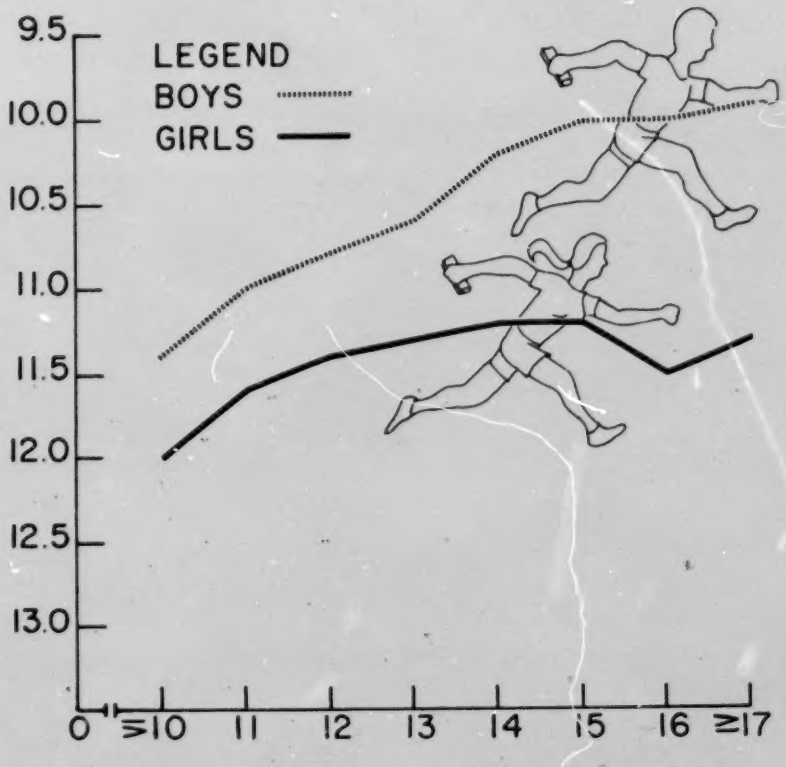
MEAN SCORES

SIT–UPS
1975

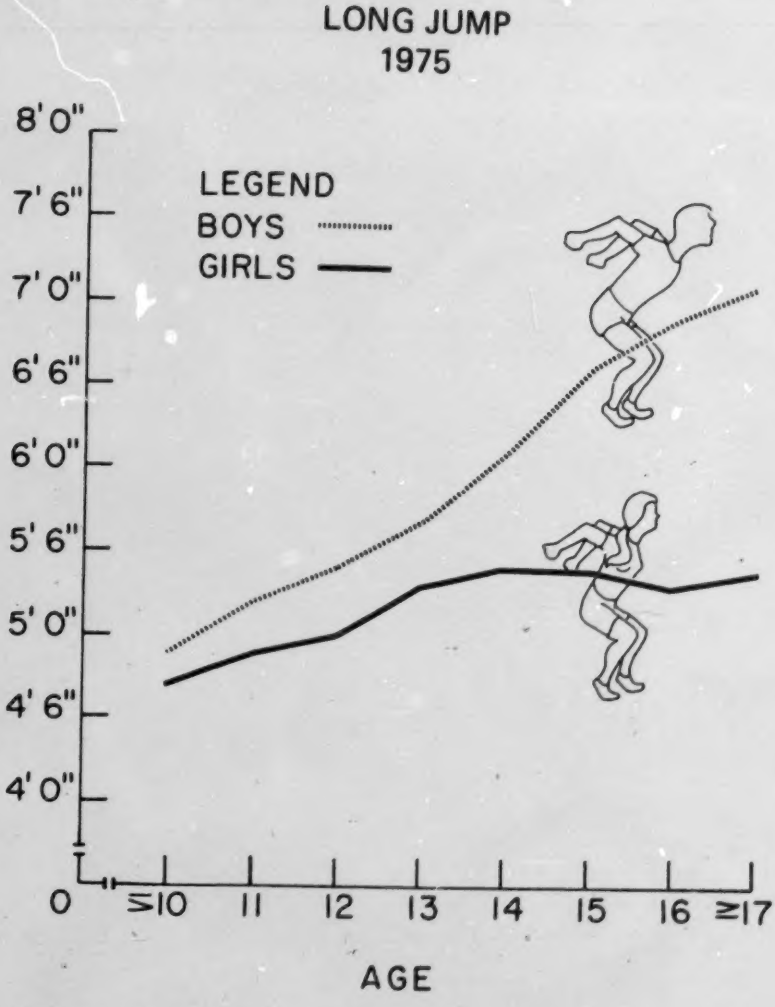


MEAN SCORES

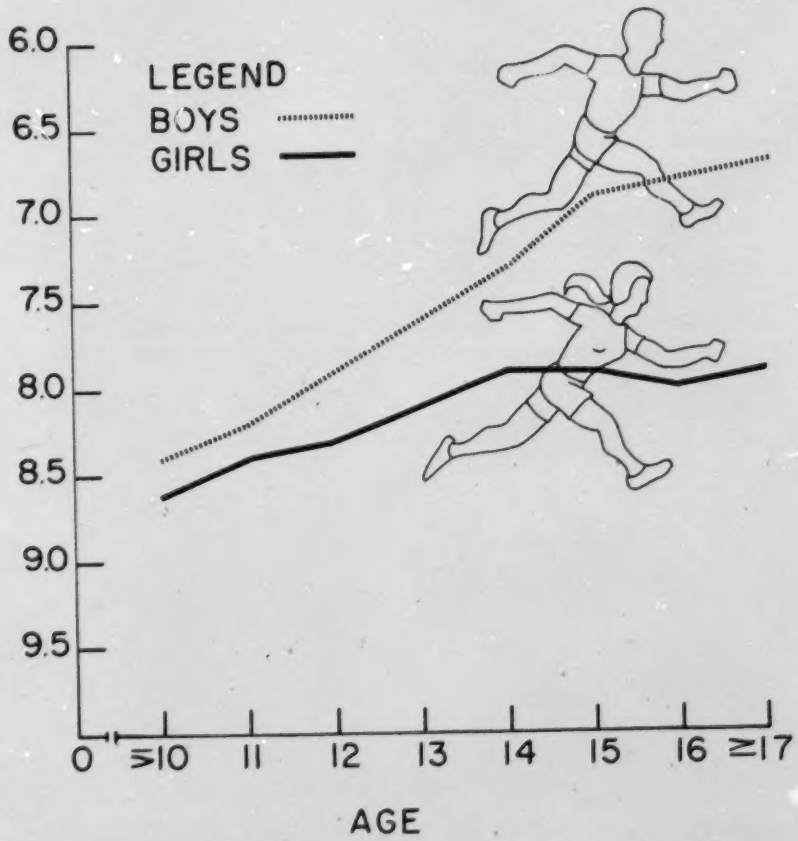
SHUTTLE RUN
1975



MEAN SCORES

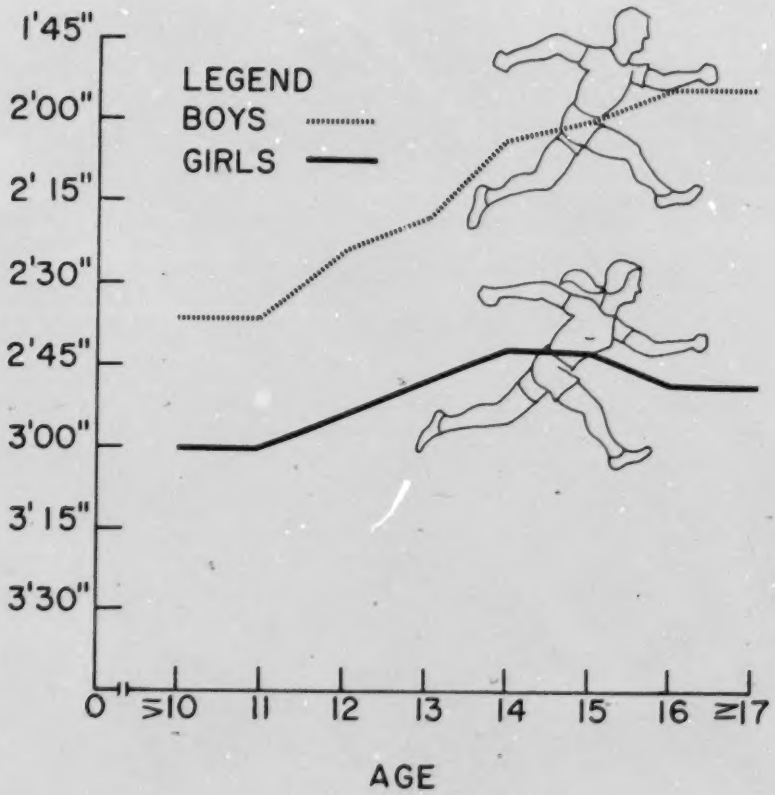

LONG JUMP
1975
8' 0"
7' 6"
7' 0"
6' 6"
6' 0"
5' 6"
5' 0"
4' 6"
4' 0"
LEGEND
BOYS
GIRLS
0
≤10
11
12
13
14
15
16
≥17
AGE
MEAN SCORES

50–YARD DASH
1975



MEAN SCORES

600–YARD RUN
1975



MEAN SCORES

ADMINISTERING THE TEST

The AAHPER Youth Fitness Test Battery consists of six test items. Detailed instructions for administering each test appear on the following seven pages.

The tests may be given in any gymnasium or out of doors. With the exception of a bar for the pull-up and flexed-arm hang, no special equipment is required. Administering the tests does, however, call for careful planning, to utilize both space and time to best advantage. Stations for each test should be thoughtfully worked out and the various test areas clearly marked ahead of time.

Arrangements must be made for timers and for recording of all scores. (See page 36 for information about the permanent recording of scores.) Organizing the group into squads is a useful technique. Sometimes it is possible for each pupil to record his own score as the test is given; sometimes it is more practical to have a squad captain, an assistant, or the teacher record scores. (They may later be transferred to personal records.)

It is suggested that the pull-up for boys, flexed-arm hang for girls, flexed leg sit-up, shuttle run, and standing broad jump be given in one period; the 50-yard dash, and 600-yard run (with optional runs) in a second period.

The pupils should be given reasonable warm-up prior to the testing. A test should not be given to any pupil whose medical status is questionable.

Be certain to follow directions exactly for each test. Only in this way will it be possible to compare the scores with the national norms. (See page 37 for information about using the percentile score tables to compare individual scores with the national norms.)

pull-up

1

BOYS

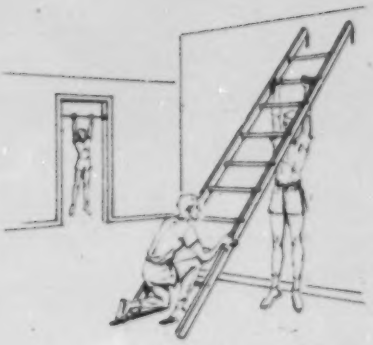


FIGURE 1
Improvised equipment for pull-up—doorway gym bar in background, ladder in foreground.

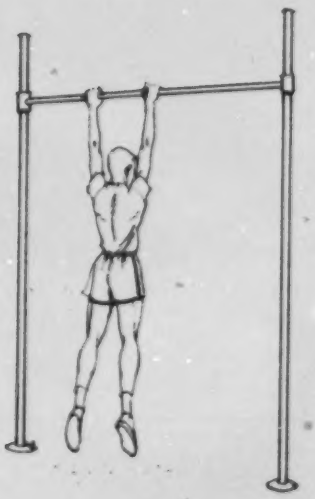


FIGURE 2
Starting position for pull-up.

EQUIPMENT

A metal or wooden bar approximately 1½ inches in diameter is preferred. A doorway gym bar can be used, and, if no regular equipment is available, a piece of pipe or even the rungs of a ladder can serve the purpose (FIGURE 1).

DESCRIPTION

The bar should be high enough so that the pupil can hang with his arms and legs fully extended and his feet free of the floor. He should use the overhand grasp (FIGURE 2). After assuming the hanging position, the pupil raises his body by his arms until his chin can be placed over the bar and then lowers his body to a full hang as in the starting position. The exercise is repeated as many times as possible.

RULES

1. Allow one trial unless it is obvious that the pupil has not had a fair chance.
2. The body must not swing during the execution of the movement. The pull must in no way be a snap movement. If the pupil starts swinging, check this by holding your extended arm across the front of the thighs.
3. The knees must not be raised and kicking of the legs is not permitted.

SCORING

Record the number of completed pull-ups to the nearest whole number.

1 flexed-arm hang

GIRLS

EQUIPMENT

A horizontal bar approximately 1½ inches in diameter is preferred. A doorway gym bar can be used; if no regular equipment is available, a piece of pipe can serve the purpose. A stopwatch is needed.

DESCRIPTION

The height of the bar should be adjusted so it is approximately equal to the pupil's standing height. The pupil should use an overhand grasp (FIGURE 3). With the assistance of two spotters, one in front and one in back of pupil, the pupil raises her body off the floor to a position where the chin is above the bar, the elbows are flexed, and the chest is close to the bar (FIGURE 4). The pupil holds this position as long as possible.

RULES

1. The stopwatch is started as soon as the subject takes the hanging position.
2. The watch is stopped when (a) pupil's chin touches the bar, (b) pupil's head tilts backwards to keep chin above the bar, (c) pupil's chin falls below the level of the bar.

SCORING

Record in seconds to the nearest second the length of time the subject holds the hanging position.

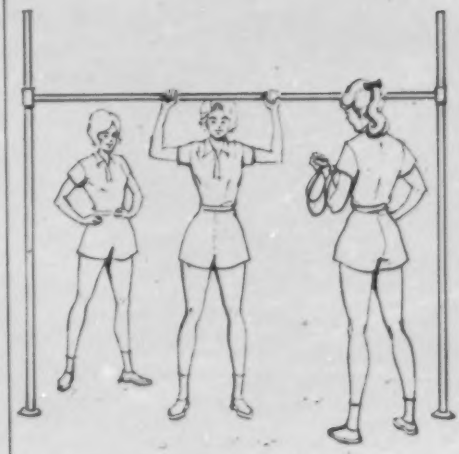


FIGURE 3
Starting position for flexed-arm hang.

FIGURE 4
Flexed-arm hang.

sit-up (flexed leg)
BOYS AND GIRLS

2

FIGURE 5
Starting position for flexed leg sit-up

FIGURE 6
Flexed leg sit-up

EQUIPMENT
Clean floor, mat or dry turf and stopwatch.

DESCRIPTION
The pupil lies on his back with his knees bent, feet on the floor and heels not more than 12 inches from the buttocks. The angle at the knees should be less than 90 degrees. The pupil puts his hands on the back of his neck with fingers clasped and places his elbows squarely on the mat, floor or turf. His feet are held by his partner to keep them in touch with the surface. The pupil tightens his abdominal muscles and brings his head and elbows forward as he curls up, finally touching elbows to knees. This action constitutes one sit-up. The pupil returns to the starting position with his elbows on the surface before he sits up again. The timer gives the signal "ready-go," and the sit-up performance is started on the word "go." Performance is stopped on the word "stop." The number of correctly executed sit-ups performed in 60 seconds shall be the score.

RULES
1. Only one trial shall be allowed unless the teacher believes the pupil has not had a fair opportunity to perform.
2. No resting is permitted between sit-ups.
3. No sit-ups shall be counted in which the pupil *does not* (a) keep the fingers clasped behind the neck; (b) bring both elbows forward in starting to sit up without pushing off the floor with an elbow; or (c) return to starting position, with *elbows flat on the surface*, before sitting up again.

SCORING
Record the number of correctly executed sit-ups the pupil is able to do in 60 seconds. A foul nullifies the count for that sit-up. The watch is started on the word "go" and stopped on the word "stop."

3 shuttle run

BOYS AND GIRLS

EQUIPMENT

Two blocks of wood, 2 inches x 2 inches x 4 inches, and stopwatch. Pupils should wear sneakers or run barefooted.

DESCRIPTION

Two parallel lines are marked on the floor 30 feet apart. The width of a regulation volleyball court serves as a suitable area. Place the blocks of wood behind one of the lines as indicated in FIGURE 7. The pupil starts from behind the other line. On the signal "Ready? Go!" the pupil runs to the blocks, picks one up, runs back to the starting line, and *places* the block behind the line; he then runs back and picks up the second block, which he carries back across the starting line. If the scorer has two stopwatches or one with a split-second timer, it is preferable to have two pupils running at the same time. To eliminate the necessity of returning the blocks after each race, start the races alternately, first from behind one line and then from behind the other.

RULES

Allow two trials with some rest between.

SCORING

Record the time of the better of the two trials to the nearest tenth of a second.

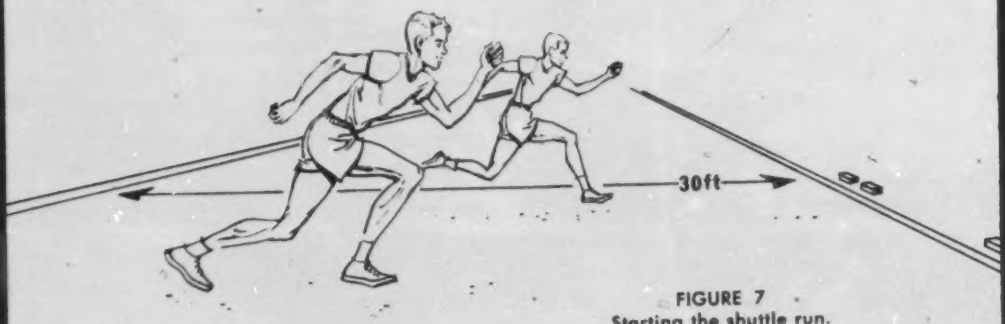


FIGURE 7
Starting the shuttle run.

standing long jump

BOYS AND GIRLS

4

EQUIPMENT

Mat, floor, or outdoor jumping pit, and tape measure.

DESCRIPTION

Pupil stands as indicated in FIGURE 8, with the feet several inches apart and the toes just behind the takeoff line. Preparatory to jumping, the pupil swings the arms backward and bends the knees. The jump is accomplished by simultaneously extending the knees and swinging forward the arms.

RULES

1. Allow three trials.
2. Measure from the takeoff line to the heel or other part of the body that touches the floor nearest the takeoff line (FIGURE 8).
3. When the test is given indoors, it is convenient to tape the tape measure to the floor at right angles to the takeoff line and have the pupils jump along the tape. The scorer stands to the side and observes the mark to the nearest inch.

SCORING

Record the best of the three trials in feet and inches to the nearest inch.

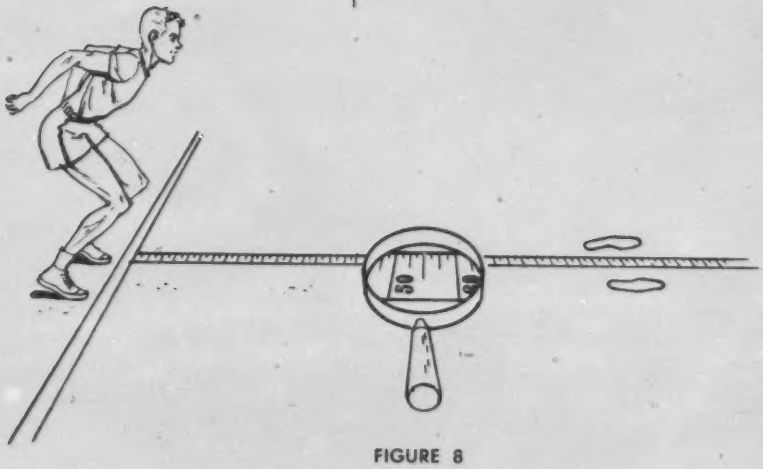


FIGURE 8
Measuring the standing long jump.

5 50-yard dash

BOYS AND GIRLS

EQUIPMENT
Two stopwatches or one with a split-second timer.

DESCRIPTION
It is preferable to administer this test to two pupils at a time. Have both take positions behind the starting line. The starter will use the commands "Are you ready?" and "Go!" The latter will be accompanied by a downward sweep of the starter's arm to give a visual signal to the timer, who stands at the finish line.

RULES
The score is the amount of time between the starter's signal and the instant the pupil crosses the finish line.

SCORING
Record in seconds to the nearest tenth of a second.

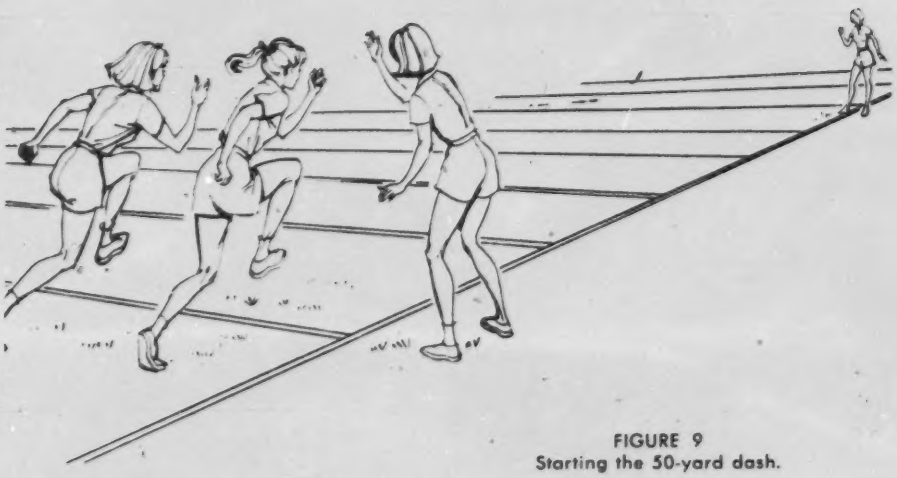


FIGURE 9
Starting the 50-yard dash.

6 600-yard run

BOYS AND GIRLS

Options:
Ages 10-12, 1-mile or 9-minute run

Ages 13 or older, 1½-mile or 12-minute run

EQUIPMENT
Track or area marked according to FIGURES 11-13, and stopwatch.

DESCRIPTION
Pupil uses a standing start. At the signal "Ready? Go!" the pupil starts running the 600-yard distance. The running may be interspersed with walking. It is possible to have a dozen pupils run at one time by having the pupils pair off before the start of the event. Then each pupil listens for and remembers his partner's time as the latter crosses the finish. The timer merely calls out the times as the pupils cross the finish.

RULES
Walking is permitted, but the object is to cover the distance in the shortest possible time.

SCORING
Record in minutes and seconds.

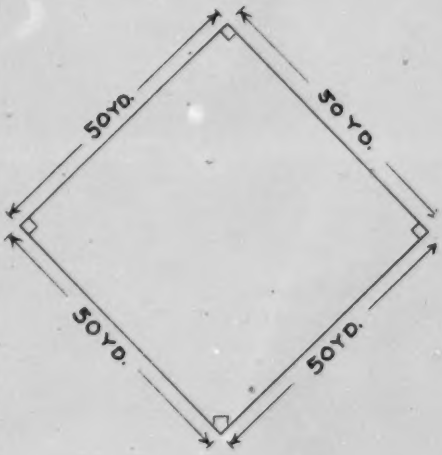


FIGURE 12
Using any open area for 600-yard run

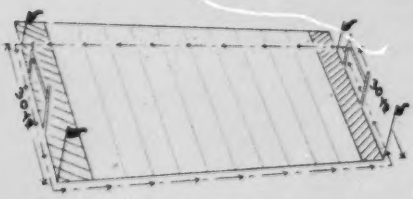


FIGURE 11
Using football field for 600-yard run

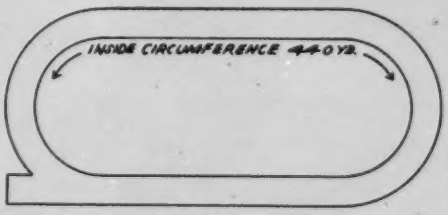


FIGURE 13
Using inside track for 600-yard run

RECORDING TEST SCORES

Information about scoring each test item is included with the instructions for administering the test. It is important that the test scores be recorded in some permanent form, in order that they may be put to use. The results are useful in measuring individual progress, in comparing individual performance levels with a nationwide standard, in identifying specific weaknesses which can then be improved, in developing programs of activities which will help raise levels of fitness for the school population.

For convenience in recording test data, three forms have been developed for use by the participant and the teacher or leader administering the AAHPER Youth Fitness Test. These forms include spaces for noting the raw score (that is, the performance record in feet, minutes, number, etc.) and the percentile score (which indicates how the performer compares with others in his own category). The percentile scores are obtained from the tables of norms which appear on pages 38-58.

The three types of recording forms are as follows:

Personal Fitness Record, reproduced on pages 61-64, is designed for the individual's own recording of his score on the test. The graph permits the student to record the results of more than one test by using different colors for plotting the percentiles. It may be used at all levels.

Cumulative Fitness Record, reproduced on pages 65-68, contains space for recording the individual's score each year from grades 5 through 12. It is made in the form of a file folder, to be kept in the school office as a cumulative record of the student's fitness over the eight-year period. Test items can also be recorded separately, so that a cumulative record of the score on each test item may be kept for the eight-year period.

Class Composite Record, reproduced on page 69, is a convenient form for the test administrator to record the scores of the members of the class or group taking the AAHPER Youth Fitness Test. It may be used at all levels.

All forms are available from AAHPER (see pages 87-91).

COMPARING TEST RESULTS

Teachers and pupils are interested in knowing how a particular test score compares with those of other pupils of a similar age or maturation level. Teachers also need to have some idea about the range of abilities at each level for the physical performance tests. The percentile scores developed from the nationwide sampling in 1974–75 will enable pupils and teachers to compare scores with national norms.

Two sets of percentile scores are presented in this *Manual.* Both are based on age. The first set treats boys and girls separately (Tables 1-12B) and the other set of percentile tables (13-17) combines boys and girls into a single set of data.

Using tables based on age

In developing the tables based on age, anyone who was between 120 months and 131 months was considered a 10-year-old; 132 to 143, an 11-year-old; 144 to 155, a 12-year-old; 156 to 167, a 13-year-old; and so on, up to the age of 18. In other words, age was expressed in the number of birthdays the pupil had had. Tables 1-6B give the percentile figures for girls, tables 7-12B for boys and tables 13-17 for combined boys' and girls' scores.

For example, a girl who is 10 years old and does 29 sit-ups is at the 55th percentile for this test. This means that her performance is better than 55 percent of the 10-year-old girls and that 45 percent of the 10-year-old girls exceed her performance.

TABLES

TABLE 1. FLEXED-ARM HANG FOR GIRLS

Percentile Scores Based on Age / Test Scores in Seconds

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	78	68	84	68	65	83	69	73	100th
95th	42	39	33	34	35	36	31	34	95th
90th	29	30	27	25	29	28	24	28	90th
85th	24	24	23	21	26	25	20	22	85th
80th	21	21	21	20	23	21	17	19	80th
75th	18	20	18	16	21	18	15	17	75th
70th	16	17	15	14	18	15	12	14	70th
65th	14	15	13	13	15	14	11	12	65th
60th	12	13	12	11	13	12	10	10	60th
55th	10	11	10	9	11	10	8	9	55th
50th	9	10	9	8	9	9	7	8	50th
45th	7	8	8	7	8	8	6	7	45th
40th	6	7	6	6	7	7	5	6	40th
35th	5	6	5	5	5	5	4	5	35th
30th	4	5	4	4	5	4	3	4	30th
25th	3	3	3	3	3	4	3	3	25th
20th	2	3	2	2	3	3	2	2	20th
15th	1	2	1	1	2	2	1	2	15th
10th	0	0	1	0	1	1	1	1	10th
5th	0	0	0	0	0	0	0	0	5th
0	0	0	0	0	0	0	0	0	0

TABLE 2. SIT-UP FOR GIRLS (FLEXED LEG)

Percentile Scores Based on Age / Test Scores in Number of Sit-ups Performed in 60 Seconds

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	56	60	55	57	52	58	75	66	100th
95th	45	43	44	45	45	45	43	45	95th
90th	40	40	40	41	43	42	40	41	90th
85th	38	38	38	40	41	40	38	40	85th
80th	35	36	37	38	39	38	36	38	80th
75th	34	35	36	36	37	36	35	35	75th
70th	33	33	35	35	35	35	34	34	70th
65th	31	32	33	33	35	34	33	33	65th
60th	30	31	32	32	33	33	32	32	60th
55th	29	30	30	31	32	32	31	31	55th
50th	27	29	29	30	30	31	30	30	50th
45th	25	28	28	29	30	30	28	30	45th
40th	24	26	27	27	29	29	27	28	40th
35th	23	25	26	26	27	28	26	27	35th
30th	22	24	25	25	25	26	25	26	30th
25th	21	22	24	23	24	25	24	25	25th
20th	20	20	22	22	22	23	22	22	20th
15th	17	18	20	20	20	22	20	20	15th
10th	14	15	17	18	18	20	18	18	10th
5th	10	9	13	15	16	15	15	14	5th
0	0	0	0	0	2	2	0	1	0

TABLE 3. SHUTTLE RUN FOR GIRLS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	8.0	8.4	8.5	7.0	7.8	7.4	7.8	8.2	100th
95th	10.2	10.0	9.9	9.9	9.7	9.9	10.0	9.6	95th
90th	10.5	10.3	10.2	10.0	10.0	10.0	10.2	10.0	90th
85th	10.9	10.5	10.5	10.2	10.1	10.2	10.4	10.1	85th
80th	11.0	10.7	10.6	10.4	10.2	10.3	10.5	10.3	80th
75th	11.1	10.8	10.8	10.5	10.3	10.4	10.6	10.4	75th
70th	11.2	11.0	10.9	10.6	10.5	10.5	10.8	10.5	70th
65th	11.4	11.0	11.0	10.8	10.6	10.6	10.9	10.7	65th
60th	11.5	11.1	11.1	11.0	10.7	10.9	11.0	10.9	60th
55th	11.6	11.3	11.2	11.0	10.9	11.0	11.1	11.0	55th
50th	11.8	11.5	11.4	11.2	11.0	11.0	11.2	11.1	50th
45th	11.9	11.6	11.5	11.3	11.2	11.1	11.4	11.3	45th
40th	12.0	11.7	11.5	11.5	11.4	11.3	11.5	11.5	40th
35th	12.0	11.9	11.7	11.6	11.5	11.4	11.7	11.6	35th
30th	12.3	12.0	11.8	11.9	11.7	11.6	11.9	11.9	30th
25th	12.5	12.1	12.0	12.0	12.0	11.8	12.0	12.0	25th
20th	12.8	12.3	12.1	12.2	12.1	12.0	12.1	12.2	20th
15th	13.0	12.6	12.5	12.6	12.3	12.2	12.5	12.5	15th
10th	13.8	13.0	13.0	12.8	12.8	12.6	12.8	13.0	10th
5th	14.3	14.0	13.3	13.2	13.1	13.3	13.7	14.0	5th
0	18.0	20.0	15.3	16.5	19.2	18.5	24.9	17.0	0

TABLE 4. STANDING LONG JUMP FOR GIRLS

Percentile Scores Based on Age / Test Scores in Feet and Inches

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	7'11"	7' 0"	7' 0"	8' 0"	7' 5"	8' 0"	7' 7"	7' 6"	100th
95th	5'10"	6' 0"	6' 2"	6' 5"	6' 8"	6' 7"	6' 6"	6' 9"	95th
90th	5' 8"	5' 9"	6' 0"	6' 2"	6' 5"	6' 3"	6' 3"	6' 6"	90th
85th	5' 5"	5' 7"	5' 9"	6' 0"	6' 3"	6' 1"	6' 0"	6' 3"	85th
80th	5' 2"	5' 5"	5' 8"	5'10"	6' 0"	6' 0"	5'11"	6' 2"	80th
75th	5' 2"	5' 4"	5' 6"	5' 9"	5'11"	5'10"	5' 9"	6' 0"	75th
70th	5' 0"	5' 3"	5' 5"	5' 7"	5'10"	5' 9"	5' 8"	5'11"	70th
65th	5' 0"	5' 2"	5' 4"	5' 6"	5' 8"	5' 8"	5' 6"	5'10"	65th
60th	4'10"	5' 1"	5' 2"	5' 5"	5' 7"	5' 6"	5' 6"	5' 9"	60th
55th	4' 9"	5' 0"	5' 1"	5' 4"	5' 6"	5' 6"	5' 4"	5' 7"	55th
50th	4' 8"	4'11"	5' 0"	5' 3"	5' 4"	5' 5"	5' 3"	5' 5"	50th
45th	4' 7"	4'10"	4'11"	5' 2"	5' 3"	5' 3"	5' 2"	5' 4"	45th
40th	4' 6"	4' 8"	4'10"	5' 1"	5' 2"	5' 2"	5' 1"	5' 3"	40th
35th	4' 5"	4' 7"	4' 9"	5' 0"	5' 1"	5' 1"	5' 0"	5' 2"	35th
30th	4' 3"	4' 6"	4' 8"	4'10"	4'11"	5' 0"	4'10"	5' 0"	30th
25th	4' 1"	4' 4"	4' 6"	4' 9"	4'10"	4'11"	4' 9"	4'11"	25th
20th	4' 0"	4' 3"	4' 5"	4' 8"	4' 9"	4' 9"	4' 7"	4' 9"	20th
15th	3'11"	4' 2"	4' 3"	4' 6"	4' 6"	4' 7"	4' 6"	4' 7"	15th
10th	3' 8"	4' 0"	4' 2"	4' 3"	4' 4"	4' 5"	4' 4"	4' 4"	10th
5th	3' 5"	3' 8"	3'10"	4' 0"	4' 0"	4' 2"	4' 0"	4' 1"	5th
0	1' 8"	2'10"	3' 0"	3' 2"	3' 0"	3' 0"	2' 8"	3' 3"	0

TABLE 5. 50-YARD DASH FOR GIRLS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	7.0	6.9	6.0	6.0	6.0	6.0	5.6	6.4	100th
95th	7.4	7.3	7.0	6.9	6.8	6.9	7.0	6.8	95th
90th	7.5	7.5	7.2	7.0	7.0	7.0	7.1	7.0	90th
85th	7.8	7.5	7.4	7.2	7.1	7.1	7.3	7.1	85th
80th	8.0	7.8	7.5	7.3	7.2	7.2	7.4	7.3	80th
75th	8.0	7.9	7.6	7.4	7.3	7.4	7.5	7.4	75th
70th	8.1	7.9	7.7	7.5	7.4	7.5	7.5	7.5	70th
65th	8.3	8.0	7.9	7.6	7.5	7.5	7.6	7.5	65th
60th	8.4	8.1	8.0	7.7	7.6	7.6	7.7	7.6	60th
55th	8.5	8.2	8.0	7.9	7.6	7.7	7.8	7.7	55th
50th	8.6	8.3	8.1	8.0	7.8	7.8	7.9	7.9	50th
45th	8.8	8.4	8.2	8.0	7.9	7.9	8.0	8.0	45th
40th	8.9	8.5	8.3	8.1	8.0	8.0	8.0	8.0	40th
35th	9.0	8.6	8.4	8.2	8.0	8.0	8.1	8.1	35th
30th	9.0	8.8	8.5	8.3	8.2	8.1	8.2	8.2	30th
25th	9.1	9.0	8.7	8.5	8.3	8.2	8.3	8.4	25th
20th	9.4	9.1	8.9	8.7	8.5	8.4	8.5	8.5	20th
15th	9.6	9.3	9.1	8.9	8.8	8.6	8.5	8.8	15th
10th	9.9	9.6	9.4	9.2	9.0	8.8	8.8	9.0	10th
5th	10.3	10.0	10.0	10.0	9.6	9.2	9.3	9.5	5th
0	13.5	12.9	14.9	14.2	11.0	15.6	15.6	15.0	0

TABLE 6. 600-YARD RUN FOR GIRLS

Percentile Scores Based on Age / Test Scores in Minutes and Seconds

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	2' 7"	1'52"	1'40"	1'43"	1'33"	1'41"	1'45"	1'39"	100th
95th	2'20"	2'14"	2' 6"	2' 4"	2' 2"	2' 0"	2' 8"	2' 2"	95th
90th	2'26"	2'21"	2'14"	2'12"	2' 7"	2'10"	2'15"	2'10"	90th
85th	2'30"	2'25"	2'21"	2'16"	2'11"	2'14"	2'19"	2'14"	85th
80th	2'33"	2'30"	2'23"	2'20"	2'15"	2'18"	2'21"	2'20"	80th
75th	2'39"	2'35"	2'26"	2'23"	2'19"	2'22"	2'26"	2'24"	75th
70th	2'41"	2'39"	2'31"	2'27"	2'24"	2'25"	2'29"	2'26"	70th
65th	2'45"	2'42"	2'35"	2'30"	2'29"	2'28"	2'32"	2'30"	65th
60th	2'48"	2'45"	2'39"	2'34"	2'32"	2'30"	2'36"	2'35"	60th
55th	2'51"	2'48"	2'43"	2'37"	2'36"	2'34"	2'39"	2'38"	55th
50th	2'56"	2'53"	2'47"	2'41"	2'40"	2'37"	2'43"	2'41"	50th
45th	2'59"	2'55"	2'51"	2'45"	2'44"	2'40"	2'47"	2'45"	45th
40th	3' 1"	2'59"	2'56"	2'49"	2'47"	2'45"	2'49"	2'48"	40th
35th	3' 8"	3' 4"	3' 0"	2'55"	2'51"	2'50"	2'54"	2'53"	35th
30th	3'11"	3'11"	3' 6"	2'59"	2'56"	2'55"	2'58"	2'56"	30th
25th	3'15"	3'16"	3'13"	3' 6"	3' 1"	3' 0"	3' 3"	3' 2"	25th
20th	3'21"	3'24"	3'19"	3'12"	3' 8"	3' 5"	3' 9"	3' 9"	20th
15th	3'25"	3'30"	3'27"	3'20"	3'16"	3'12"	3'18"	3'19"	15th
10th	3'38"	3'44"	3'36"	3'30"	3'27"	3'26"	3'30"	3'30"	10th
5th	4' 0"	4'15"	3'59"	3'49"	3'49"	3'28"	3'49"	3'45"	5th
0	5'48"	5'10"	6' 2"	5'10"	5' 0"	5'58"	5' 5"	6'40"	0

TABLE 6A. 9-MINUTE/1-MILE RUN FOR GIRLS*

Percentile Scores Based on Age / Test Scores in Yards/Time

	9-Minute Run Girls			1-Mile Run Girls			
	Age			Age			
Percentile	10	11	12	10	11	12	Percentile
	Yards			Time			
100th	2157	2180	2203	6:13	5:42	5:08	100th
95th	1969	1992	2015	7:28	6:57	6:23	95th
90th	1867	1890	1913	8:09	7:38	7:04	90th
85th	1801	1824	1847	8:33	8:02	7:28	85th
80th	1746	1769	1792	8:57	8:26	7:52	80th
75th	1702	1725	1748	9:16	8:45	8:11	75th
70th	1658	1681	1704	9:31	9:00	8:26	70th
65th	1622	1645	1668	9:51	9:20	8:46	65th
60th	1583	1606	1629	10:02	9:31	8:57	60th
55th	1550	1573	1596	10:15	9:44	9:10	55th
50th	1514	1537	1560	10:29	9:58	9:24	50th
45th	1478	1501	1524	10:43	10:12	9:38	45th
40th	1445	1468	1491	10:56	10:25	9:51	40th
35th	1406	1429	1452	11:07	10:36	10:12	35th
30th	1370	1393	1416	11:27	10:56	10:22	30th
25th	1326	1349	1372	11:42	11:11	10:37	25th
20th	1282	1305	1328	12:01	11:30	10:56	20th
15th	1227	1250	1273	12:25	11:54	11:30	15th
10th	1161	1184	1207	12:49	12:18	11:44	10th
5th	1059	1082	1105	13:30	12:59	12:24	5th
0	871	894	917	14:45	14:14	13:40	0

*From Texas Physical Fitness – Motor Ability Test.

TABLE 68. 12-MINUTE/1½-MILE RUN FOR GIRLS, AGE 13 AND OLDER*

Percentile Scores Based on Age / Test Scores in Yards/Time

Percentile	12-Minute Run Yards	1.5 Mile Run Time	Percentile
100th	2693	10:20	100th
95th	2448	12:17	95th
90th	2318	13:19	90th
85th	2232	14:00	85th
80th	2161	14:34	80th
75th	2100	15:03	75th
70th	2050	15:26	70th
65th	2000	15:50	65th
60th	1950	16:14	60th
55th	1908	16:34	55th
50th	1861	16:57	50th
45th	1815	17:19	45th
40th	1772	17:39	40th
35th	1722	18:03	35th
30th	1672	18:27	30th
25th	1622	18:50	25th
20th	1561	19:19	20th
15th	1490	19:53	15th
10th	1404	20:34	10th
5th	1274	21:36	5th
0	1030	23:33	0

*From Texas Physical Fitness – Motor Ability Test.

TABLE 7. PULL-UP FOR BOYS

Percentile Scores Based on Age / Test Scores in Number of Pull-Ups

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	19	16	18	17	27	20	26	23	100th
95th	9	8	9	10	12	15	14	15	95th
90th	7	6	7	9	10	12	12	13	90th
85th	5	5	6	7	9	11	11	12	85th
80th	4	5	5	6	8	10	10	11	80th
75th	3	4	4	5	7	9	10	10	75th
70th	3	4	4	5	7	9	9	10	70th
65th	2	3	3	4	6	8	8	9	65th
60th	2	3	3	4	5	7	8	8	60th
55th	1	2	2	3	5	7	7	7	55th
50th	1	2	2	3	4	6	7	7	50th
45th	1	1	1	2	4	5	6	6	45th
40th	1	1	1	2	3	5	6	6	40th
35th	1	1	1	2	3	4	5	5	35th
30th	0	1	0	1	2	4	5	5	30th
25th	0	0	0	1	2	3	4	4	25th
20th	0	0	0	0	1	2	3	3	20th
15th	0	0	0	0	1	1	3	2	15th
10th	0	0	0	0	0	1	2	1	10th
5th	0	0	0	0	0	0	1	0	5th
0	0	0	0	0	0	0	0	0	0

TABLE 8. SIT-UP FOR BOYS (FLEXED LEG)

Percentile Scores Based on Age / Test Scores in Number of Sit-ups Performed in 60 Seconds

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	70	60	62	60	73	72	76	66	100th
95th	47	48	50	53	55	57	55	54	95th
90th	44	45	48	50	52	52	52	51	90th
85th	42	43	45	48	50	50	50	49	85th
80th	40	41	43	47	48	49	49	47	80th
75th	38	40	42	45	47	48	47	46	75th
70th	36	39	40	43	45	46	45	45	70th
65th	36	38	39	42	44	45	44	43	65th
60th	35	37	38	41	43	44	43	42	60th
55th	33	35	37	40	41	43	42	42	55th
50th	31	34	35	38	41	42	41	41	50th
45th	30	33	34	37	40	41	40	40	45th
40th	29	31	33	35	38	40	40	39	40th
35th	28	30	32	34	37	39	38	38	35th
30th	27	28	30	32	35	38	37	37	30th
25th	25	26	30	30	34	37	35	35	25th
20th	23	24	28	29	32	35	34	34	20th
15th	21	22	26	27	21	34	32	32	15th
10th	19	19	23	24	27	30	30	30	10th
5th	13	15	18	20	24	28	28	26	5th
0	2	0	0	2	6	4	12	1	0

TABLE 9. SHUTTLE RUN FOR BOYS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	9.2	8.7	6.8	7.0	7.0	7.0	7.3	7.0	100th
95th	10.0	9.7	9.6	9.3	8.9	8.9	8.6	8.6	95th
90th	10.2	9.9	9.8	9.5	9.2	9.1	8.9	8.9	90th
85th	10.4	10.1	10.0	9.7	9.3	9.2	9.1	9.0	85th
80th	10.5	10.2	10.0	9.8	9.5	9.3	9.2	9.1	80th
75th	10.6	10.4	10.2	10.0	9.6	9.4	9.3	9.2	75th
70th	10.7	10.5	10.3	10.0	9.8	9.5	9.4	9.3	70th
65th	10.8	10.5	10.4	10.1	9.8	9.6	9.5	9.4	65th
60th	11.0	10.6	10.5	10.2	10.0	9.7	9.6	9.5	60th
55th	11.0	10.8	10.6	10.3	10.0	9.8	9.7	9.6	55th
50th	11.2	10.9	10.7	10.4	10.1	9.9	9.9	9.8	50th
45th	11.5	11.0	10.8	10.5	10.1	10.0	10.0	9.9	45th
40th	11.5	11.1	11.0	10.6	10.2	10.0	10.0	10.0	40th
35th	11.7	11.2	11.1	10.8	10.4	10.1	10.1	10.1	35th
30th	11.9	11.4	11.3	11.0	10.6	10.2	10.3	10.2	30th
25th	12.0	11.5	11.4	11.0	10.7	10.4	10.5	10.4	25th
20th	12.2	11.8	11.6	11.3	10.9	10.5	10.6	10.5	20th
15th	12.5	12.0	11.8	11.5	11.0	10.8	10.9	10.7	15th
10th	13.0	12.2	12.0	11.8	11.3	11.1	11.1	11.0	10th
5th	13.1	12.9	12.4	12.4	11.9	11.7	11.9	11.7	5th
0	17.0	20.0	22.0	16.0	18.6	14.7	15.0	15.7	0

TABLE 10. STANDING LONG JUMP FOR BOYS

Percentile Scores Based on Age / Test Scores in Feet and Inches

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	6' 5"	8' 5"	7' 5"	8' 6"	9' 0"	9' 0"	9' 2"	9'10"	100th
95th	6' 0"	6' 2"	6' 6"	7' 1"	7' 6"	8' 0"	8' 2"	8' 5"	95th
90th	5'10"	6' 0"	6' 3"	6'10"	7' 2"	7' 7"	7'11"	8' 2"	90th
85th	5' 8"	5'10"	6' 1"	6' 8"	6'11"	7' 5"	7' 9"	8' 0"	85th
80th	5' 6"	5' 9"	6' 0"	6' 5"	6'10"	7' 3"	7' 6"	7'10"	80th
75th	5' 4"	5' 7"	5'11"	6' 3"	6' 8"	7' 2"	7' 6"	7' 9"	75th
70th	5' 3"	5' 6"	5' 9"	6' 2"	6' 6"	7' 0"	7' 4"	7' 7"	70th
65th	5' 1"	5' 6"	5' 8"	6' 0"	6' 6"	6'11"	7' 3"	7' 6"	65th
60th	5' 1"	5' 5"	5' 7"	6' 0"	6' 4"	6'10"	7' 2"	7' 5"	60th
55th	5' 0"	5' 4"	5' 6"	5'10"	6' 3"	6' 9"	7' 1"	7' 3"	55th
50th	4'11"	5' 2"	5' 5"	5' 9"	6' 2"	6' 8"	7' 0"	7' 2"	50th
45th	4'10"	5' 2"	5' 4"	5' 7"	6' 1"	6' 6"	6'11"	7' 1"	45th
40th	4' 9"	5' 0"	5' 3"	5' 6"	5'11"	6' 5"	6' 9"	7' 0"	40th
35th	4' 8"	4'11"	5' 2"	5' 5"	5'10"	6' 4"	6' 8"	6'10"	35th
30th	4' 7"	4'10"	5' 1"	5' 3"	5' 8"	6' 3"	6' 7"	6' 8"	30th
25th	4' 6"	4' 8"	5' 0"	5' 2"	5' 6"	6' 1"	6' 6"	6' 6"	25th
20th	4' 5"	4' 7"	4'10"	5' 0"	5' 4"	5'11"	6' 4"	6' 4"	20th
15th	4' 2"	4' 5"	4' 9"	4'10"	5' 2"	5' 9"	6' 2"	6' 2"	15th
10th	4' 0"	4' 3"	4' 6"	4' 7"	5' 0"	5' 6"	5'11"	5'10"	10th
5th	3'10"	4' 0"	4' 2"	4' 4"	4' 8"	5' 2"	5' 5"	5' 3"	5th
0	3' 1"	3' 0"	3' 2"	3' 3"	2' 0"	2' 0"	3' 4"	3' 0"	0

TABLE 11. 50-YARD DASH FOR BOYS

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	7.0	6.3	6.3	5.8	5.9	5.5	5.5	5.4	100th
95th	7.3	7.1	6.8	6.5	6.2	6.0	6.0	5.9	95th
90th	7.5	7.2	7.0	6.7	6.4	6.2	6.2	6.0	90th
85th	7.7	7.4	7.1	6.9	6.5	6.3	6.3	6.1	85th
80th	7.8	7.5	7.3	7.0	6.6	6.4	6.4	6.3	80th
75th	7.8	7.6	7.4	7.0	6.8	6.5	6.5	6.3	75th
70th	7.9	7.7	7.5	7.1	6.9	6.6	6.5	6.4	70th
65th	8.0	7.9	7.5	7.2	7.0	6.6	6.6	6.5	65th
60th	8.0	7.9	7.6	7.3	7.0	6.8	6.6	6.5	60th
55th	8.1	8.0	7.7	7.4	7.1	6.8	6.7	6.6	55th
50th	8.2	8.0	7.8	7.5	7.2	6.9	6.7	6.6	50th
45th	8.4	8.2	7.9	7.5	7.3	6.9	6.8	6.7	45th
40th	8.6	8.3	8.0	7.6	7.4	7.0	6.8	6.8	40th
35th	8.7	8.4	8.1	7.7	7.5	7.1	6.9	6.9	35th
30th	8.8	8.5	8.2	7.9	7.6	7.2	7.0	7.0	30th
25th	8.9	8.6	8.3	8.0	7.7	7.3	7.0	7.0	25th
20th	9.0	8.7	8.5	8.1	7.9	7.4	7.1	7.1	20th
15th	9.2	9.0	8.6	8.3	8.0	7.5	7.2	7.3	15th
10th	9.5	9.1	9.0	8.7	8.2	7.6	7.4	7.5	10th
5th	9.9	9.5	9.5	9.0	8.8	8.0	7.7	7.9	5th
0	11.0	11.5	11.3	15.0	11.1	11.0	9.9	12.0	0

TABLE 12. 600-YARD RUN FOR BOYS

Percentile Scores Based on Age / Test Scores in Minutes and Seconds

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	1'52"	1'47"	1'38"	1'26"	1'27"	1'20"	1'21"	1'20"	100th
95th	2' 5"	2' 2"	1'52"	1'45"	1'39"	1'36"	1'34"	1'32"	95th
90th	2' 9"	2' 6"	1'57"	1'50"	1'44"	1'40"	1'38"	1'35"	90th
85th	2'11"	2' 9"	2' 0"	1'54"	1'47"	1'42"	1'40"	1'38"	85th
80th	2'15"	2'12"	2' 4"	1'57"	1'50"	1'45"	1'42"	1'41"	80th
75th	2'17"	2'15"	2' 6"	1'59"	1'52"	1'46"	1'44"	1'43"	75th
70th	2'20"	2'17"	2' 9"	2' 1"	1'55"	1'48"	1'46"	1'45"	70th
65th	2'27"	2'19"	2'11"	2' 3"	1'57"	1'50"	1'48"	1'47"	65th
60th	2'30"	2'22"	2'14"	2' 5"	1'58"	1'52"	1'49"	1'49"	60th
55th	2'31"	2'25"	2'16"	2' 7"	2' 0"	1'54"	1'50"	1'50"	55th
50th	2'33"	2'27"	2'19"	2'10"	2' 3"	1'56"	1'52"	1'52"	50th
45th	2'35"	2'30"	2'22"	2'13"	2' 5"	1'57"	1'54"	1'53"	45th
40th	2'40"	2'34"	2'24"	2'15"	2' 7"	1'59"	1'56"	1'56"	40th
35th	2'42"	2'37"	2'28"	2'20"	2'10"	2' 1"	1'58"	1'57"	35th
30th	2'49"	2'41"	2'32"	2'24"	2'12"	2' 5"	1'59"	1'59"	30th
25th	2'53"	2'47"	2'37"	2'27"	2'16"	2' 8"	2' 1"	2' 2"	25th
20th	2'59"	2'54"	2'42"	2'32"	2'22"	2'11"	2' 4"	2' 6"	20th
15th	3' 7"	3' 2"	2'48"	2'37"	2'30"	2'15"	2' 9"	2'12"	15th
10th	3'14"	3'14"	2'54"	2'45"	2'37"	2'23"	2'17"	2'22"	10th
5th	3'22"	3'29"	3' 6"	3' 0"	2'51"	2'30"	2'31"	2'38"	5th
0	4'48"	6'20"	4'10"	4' 0"	6' 0"	4'39"	4'11"	5'10"	0

TABLE 12A. 9-MINUTE/1-MILE RUN FOR BOYS*

Percentile Scores Based on Age / Test Scores in Yards/Time

	9-Minute Run Boys			1-Mile Run Boys			
	Age			Age			
Percentile	10	11	12	10	11	12	Percentile
	Yards			Time			
100th	2532	2535	2578	5:07	4:44	4:21	100th
95th	2294	2356	2418	5:55	5:32	5:09	95th
90th	2166	2228	2290	6:38	6:15	5:52	90th
85th	2081	2143	2205	7:06	6:43	6:20	85th
80th	2011	2073	2135	7:29	7:03	6:40	80th
75th	1952	2014	2076	7:49	7:26	7:03	75th
70th	1902	1964	2026	8:05	7:42	7:19	70th
65th	1853	1915	1977	8:22	7:59	7:36	65th
60th	1804	1866	1928	8:38	8:15	7:52	60th
55th	1762	1824	1886	8:52	8:29	8:06	55th
50th	1717	1779	1841	9:07	8:44	8:21	50th
45th	1672	1734	1796	9:22	8:59	8:36	45th
40th	1630	1692	1754	9:32	9:13	8:50	40th
35th	1581	1643	1705	9:52	9:29	9:06	35th
30th	1532	1594	1656	10:09	9:46	9:23	30th
25th	1482	1544	1606	10:25	10:02	9:39	25th
20th	1423	1485	1547	10:35	10:22	9:59	20th
15th	1353	1415	1477	11:08	10:45	10:22	15th
10th	1268	1330	1392	11:36	11:13	10:50	10th
5th	1140	1202	1264	12:19	11:56	11:33	5th
0	901	924	927	14:07	13:44	13:21	0

*From Texas Physical Fitness Motor Ability Test.

TABLE 12B. 12-MINUTE/1½-MILE RUN FOR BOYS, AGE 13 AND OLDER*

Percentile Scores Based on Age / Test Scores in Yards/Time

Percentile	12-Minute Run Yards	1.5 Mile Run Time	Percentile
100th	3590	7:26	100th
95th	3297	8:37	95th
90th	3140	9:15	90th
85th	3037	9:40	85th
80th	2952	10:01	80th
75th	2879	10:19	75th
70th	2819	10:34	70th
65th	2759	10:48	65th
60th	2699	11:02	60th
55th	2648	11:15	55th
50th	2592	11:29	50th
45th	2536	11:42	45th
40th	2485	11:55	40th
35th	2425	12:10	35th
30th	2365	12:24	30th
25th	2305	12:39	25th
20th	2232	12:56	20th
15th	2147	13:17	15th
10th	2044	13:42	10th
5th	1888	14:20	5th
0	1594	15:32	0

*From Texas Physical Fitness – Motor Ability Test.

TABLE 13. SIT-UP FOR BOYS AND GIRLS COMBINED (FLEXED LEG)

Percentile Scores Based on Age / Test Scores in Number of Sit-ups Performed in 60 Seconds

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	70	60	62	60	73	72	76	66	100th
95th	46	46	49	50	52	53	53	52	95th
90th	42	43	45	47	49	49	50	49	90th
85th	40	41	42	45	47	47	47	46	85th
80th	38	39	40	43	45	45	44	45	80th
75th	36	38	39	41	43	43	42	43	75th
70th	35	36	37	40	41	42	41	42	70th
65th	33	35	36	38	40	41	40	40	65th
60th	32	34	35	37	39	40	38	40	60th
55th	31	32	34	35	37	38	37	38	55th
50th	29	31	32	33	35	37	35	37	50th
45th	28	30	31	32	34	35	34	35	45th
40th	27	29	30	31	33	34	33	34	40th
35th	25	27	29	30	31	32	31	32	35th
30th	24	25	27	28	30	31	30	31	30th
25th	22	24	26	26	29	30	28	30	25th
20th	21	22	24	25	26	28	26	28	20th
15th	19	20	22	22	24	25	24	25	15th
10th	16	17	20	20	21	23	21	22	10th
5th	12	12	15	16	17	19	17	18	5th
0	0	0	0	0	2	2	0	1	0

TABLE 14. SHUTTLE RUN FOR BOYS AND GIRLS COMBINED

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	8.0	8.4	6.8	7.0	7.0	7.0	7.3	7.0	100th
95th	10.0	9.8	9.6	9.4	9.1	9.0	8.9	8.8	95th
90th	10.3	10.1	10.0	9.7	9.4	9.3	9.2	9.0	90th
85th	10.5	10.3	10.1	9.9	9.6	9.5	9.4	9.2	85th
80th	10.7	10.4	10.3	10.0	9.8	9.6	9.6	9.4	80th
75th	10.9	10.5	10.4	10.2	10.0	9.8	9.8	9.5	75th
70th	11.0	10.6	10.5	10.3	10.0	9.9	10.0	9.7	70th
65th	11.1	10.8	10.6	10.4	10.1	10.0	10.1	9.9	65th
60th	11.3	10.9	10.8	10.5	10.2	10.1	10.2	10.0	60th
55th	11.5	11.0	11.0	10.6	10.3	10.3	10.4	10.2	55th
50th	11.6	11.1	11.0	10.8	10.5	10.4	10.6	10.3	50th
45th	11.7	11.2	11.2	11.0	10.6	10.5	10.7	10.4	45th
40th	11.8	11.4	11.3	11.0	10.8	10.7	10.9	10.6	40th
35th	11.9	11.5	11.5	11.2	11.0	10.9	11.0	10.8	35th
30th	12.0	11.7	11.6	11.4	11.1	11.0	11.2	11.0	30th
25th	12.3	11.9	11.8	11.6	11.3	11.2	11.4	11.2	25th
20th	12.5	12.0	11.9	11.9	11.6	11.5	11.7	11.5	20th
15th	12.8	12.3	12.1	12.1	12.0	11.8	12.0	11.9	15th
10th	13.1	12.7	12.5	12.5	12.2	12.1	12.3	12.2	10th
5th	14.0	13.4	13.0	13.0	12.9	12.8	13.0	13.0	5th
0	18.0	20.0	22.0	16.5	19.2	18.5	24.9	17.0	0

TABLE 15. STANDING LONG JUMP FOR BOYS AND GIRLS COMBINED

Percentile Scores Based on Age / Test Scores in Feet and Inches

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	7'11"	8' 5"	7' 5"	8' 6"	9' 0"	9' 0"	9' 2"	9'10"	100th
95th	5'11"	6' 1"	6' 5"	6'11"	7' 2"	7' 8"	7'11"	8' 3"	95th
90th	5' 9"	5'11"	6' 2"	6' 7"	6'10"	7' 3"	7' 7"	7'11"	90th
85th	5' 6"	5' 9"	6' 0"	6' 4"	6' 8"	7' 1"	7' 4"	7' 8"	85th
80th	5' 4"	5' 7"	5'10"	6' 2"	6' 6"	6'11"	7' 2"	7' 6"	80th
75th	5' 3"	5' 6"	5' 9"	6' 0"	6' 5"	6' 9"	7' 0"	7' 3"	75th
70th	5' 1"	5' 5"	5' 8"	6' 0"	6' 3"	6' 6"	6'10"	7' 2"	70th
65th	5' 0"	5' 4"	5' 6"	5' 9"	6' 1"	6' 5"	6' 8"	7' 0"	65th
60th	5' 0"	5' 3"	5' 5"	5' 8"	6' 0"	6' 3"	6' 6"	6' 9"	60th
55th	4'11"	5' 2"	5' 4"	5' 7"	5'10"	6' 1"	6' 4"	6' 6"	55th
50th	4'10"	5' 1"	5' 3"	5' 6"	5' 9"	6' 0"	6' 2"	6' 4"	50th
45th	4' 9"	5' 0"	5' 2"	5' 5"	5' 8"	5'10"	6' 0"	6' 2"	45th
40th	4' 8"	4'11"	5' 1"	5' 3"	5' 6"	5' 8"	5' 9"	6' 0"	40th
35th	4' 7"	4' 9"	5' 0"	5' 2"	5' 4"	5' 6"	5' 6"	5'10"	35th
30th	4' 6"	4' 8"	4'10"	5' 1"	5' 3"	5' 5"	5' 5"	5' 8"	30th
25th	4' 3"	4' 6"	4' 9"	4'11"	5' 2"	5' 3"	5' 2"	5' 5"	25th
20th	4' 2"	4' 4"	4' 7"	4' 9"	5' 0"	5' 1"	5' 0"	5' 3"	20th
15th	4' 0"	4' 3"	4' 5"	4' 7"	4'10"	4'11"	4'10"	5' 0"	15th
10th	3'10"	4' 1"	4' 3"	4' 5"	4' 6"	4' 9"	4' 7"	4'10"	10th
5th	3' 7"	3'10"	4' 0"	4' 1"	4' 3"	4' 4"	4' 3"	4' 4"	5th
0	1' 8"	2'10"	3' 0"	3' 2"	2' 0"	2' 0"	2' 8"	3' 0"	0

TABLE 16. 50-YARD DASH FOR BOYS AND GIRLS COMBINED

Percentile Scores Based on Age / Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	7.0	6.3	6.0	5.8	5.9	5.5	5.5	5.4	100th
95th	7.4	7.1	6.9	6.6	6.4	6.2	6.1	6.0	95th
90th	7.5	7.3	7.1	6.9	6.6	6.4	6.4	6.2	90th
85th	7.7	7.5	7.2	7.0	6.8	6.5	6.5	6.4	85th
80th	7.8	7.6	7.4	7.1	6.9	6.7	6.6	6.5	80th
75th	7.9	7.7	7.5	7.2	7.0	6.8	6.7	6.5	75th
70th	8.0	7.9	7.6	7.3	7.1	6.9	6.8	6.6	70th
65th	8.1	7.9	7.7	7.4	7.2	7.0	6.9	6.8	65th
60th	8.2	8.0	7.8	7.5	7.3	7.1	7.0	6.9	60th
55th	8.3	8.1	7.9	7.6	7.4	7.2	7.1	7.0	55th
50th	8.5	8.2	8.0	7.6	7.5	7.3	7.2	7.1	50th
45th	8.6	8.3	8.0	7.8	7.5	7.4	7.3	7.2	45th
40th	8.7	8.4	8.2	7.9	7.7	7.5	7.5	7.4	40th
35th	8.8	8.5	8.2	8.0	7.8	7.6	7.6	7.5	35th
30th	9.0	8.6	8.4	8.1	7.9	7.7	7.8	7.6	30th
25th	9.0	8.8	8.5	8.2	8.0	7.9	8.0	7.8	25th
20th	9.2	9.0	8.7	8.5	8.1	8.0	8.1	8.0	20th
15th	9.5	9.1	8.9	8.7	8.4	8.2	8.2	8.2	15th
10th	9.7	9.4	9.2	9.0	8.8	8.5	8.5	8.5	10th
5th	10.0	9.9	9.8	9.6	9.3	8.9	8.8	9.0	5th
0	13.5	12.9	14.9	15.0	11.1	15.6	15.6	15.0	0

TABLE 17. 600-YARD RUN FOR BOYS AND GIRLS COMBINED

Percentile Scores Based on Age / Test Scores in Minutes and Seconds

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	1'52"	1'47"	1'38"	1'26"	1'27"	1'20"	1'21"	1'20"	100th
95th	2' 9"	2' 5"	1'56"	1'48"	1'43"	1'40"	1'38"	1'35"	95th
90th	2'14"	2'10"	2' 2"	1'56"	1'49"	1'44"	1'42"	1'39"	90th
85th	2'19"	2'15"	2' 6"	2' 0"	1'53"	1'48"	1'45"	1'43"	85th
80th	2'24"	2'18"	2'10"	2' 3"	1'57"	1'51"	1'48"	1'46"	80th
75th	2'29"	2'22"	2'14"	2' 6"	2' 0"	1'54"	1'51"	1'50"	75th
70th	2'30"	2'25"	2'18"	2'10"	2' 3"	1'57"	1'54"	1'52"	70th
65th	2'34"	2'28"	2'22"	2'14"	2' 7"	2' 0"	1'58"	1'55"	65th
60th	2'38"	2'32"	2'24"	2'17"	2'10"	2' 5"	2' 0"	1'58"	60th
55th	2'41"	2'36"	2'28"	2'21"	2'13"	2'10"	2' 6"	2' 2"	55th
50th	2'45"	2'40"	2'31"	2'25"	2'18"	2'13"	2'12"	2' 7"	50th
45th	2'49"	2'43"	2'36"	2'28"	2'22"	2'18"	2'19"	2'12"	45th
40th	2'54"	2'48"	2'41"	2'32"	2'28"	2'24"	2'24"	2'20"	40th
35th	2'58"	2'53"	2'45"	2'36"	2'32"	2'28"	2'30"	2'26"	35th
30th	3' 0"	2'57"	2'50"	2'41"	2'38"	2'31"	2'36"	2'33"	30th
25th	3' 9"	3' 3"	2'56"	2'47"	2'44"	2'38"	2'42"	2'40"	25th
20th	3'12"	3'13"	3' 2"	2'55"	2'50"	2'45"	2'50"	2'47"	20th
15th	3'18"	3'18"	3'12"	3' 5"	2'58"	2'55"	2'57"	2'55"	15th
10th	3'25"	3'30"	3'25"	3'15"	3'11"	3' 5"	3' 8"	3' 9"	10th
5th	3'49"	3'56"	3'37"	3'30"	3'29"	3'26"	3'30"	3'27"	5th
0	5'48"	6'20"	6' 2"	5'10"	6' 0"	5'58"	5' 5"	6'40"	0

TESTING

A fitness test battery has an important place in the instructional program of physical education. The elements in the AAHPER Youth Fitness Test attempt to judge the individual's efficiency in running, strength, agility, and endurance. All these are prime objectives for physical education, and the tests themselves are activities which are a part of every sound program of physical education.

The items in the AAHPER test battery evaluate both the extent to which an individual is achieving or maintaining physical fitness and the extent to which the physical education program is helping him do this. The test has real value when it is applied correctly in teaching; every effort, of course, should be made to keep the testing in proper perspective in the total broad program. Following are some suggestions for using the test in a school system or in local community planning for youth fitness.

1. The tests can be used as a means to judge the extent to which a pupil achieves and maintains a standard of physical fitness.

Teachers in a given system may agree to give the tests at certain times in the child's school experience; for example, in the spring of the sixth, ninth, and eleventh grades. A fitness score can then be placed in the pupil's permanent school record, along with his IQ and other achievement scores and grades. As the pupil progresses in school, teachers may use this score as a guide in planning the program and counseling in physical education activities. In this way, continued stress can be placed on helping pupils maintain and increase their physical fitness throughout their school experience regardless of a change in school or teachers. Teachers can also give the tests at the beginning and end of each semester or year for evaluation of their particular program and for evaluation of a pupil's progress and improvement during that year.

2. The tests can be used as one means of studying the strength and weakness of the curriculum and program in physical education in terms of achieving the physical fitness goals.

As each item in the test battery measures a different skill, failure of pupils to perform efficiently in certain tests would be cause to examine closely the program activities offered.

3. The tests can be used to counsel students into a program based upon their needs. Children are interested in personal achievement; understanding the fitness test battery will be an added incentive toward achieving physical fitness.

Each pupil is fundamentally interested in personal achievement and in reaching a degree of success in school activities. Physical status is no exception. Understanding his performance levels in the test battery can help a pupil visualize and realize his achievement; he can better appreciate his physical strengths and weaknesses. Through the use of the Personal Fitness Record, which includes a Profile Record Form to cover repeated testings, each pupil can study the results of his own achievement and his own improvement. With the help of the teacher, plans can be made and activities provided to help the pupil improve his performance in the tests. Such individualization helps the pupil better understand the goals of physical education.

4. The tests can be used to interpret to the administration, the purpose and value of the physical education and recreation program.

A test battery which includes many items from the broad program of physical education is a means of evaluation which can help to interpret the program, its objectives, pupils' needs, and class time needed. A testing program properly carried on in a school can help to give physical education the status and standing it rightly deserves in the school program.

5. The tests are a means of interpreting to lay groups the meaning and value of physical education in schools.

The battery of tests developed by the AAHPER presents an objective measure of physical fitness which can be easily understood by parents and laymen. Encouraging pupils to practice the tests at home gives the parents an opportunity to learn about them and about the reasons for the physical education program. A demonstration of the tests makes an excellent PTA program. The tests serve a similar purpose for those community groups serving the needs of youth.

6. The tests serve as a means of motivation for pupils to improve and maintain fitness.

Physical activities which will help maintain fitness should be introduced into the daily schedule, and some type of motivation is needed to help young people want to keep in good condition. Introduction of a fitness test battery in the physical education instruction program is a valuable means of interesting youth in performing and practicing these activities. Various types of recognition or awards for achieving success in the tests, such as emblems or certificates, can serve to increase and hold interest. (See page 11.)

RECORDING FORMS

PERSONAL

FITNESS RECORD

Name..... Grade.....

School.....

FITNESS FOR YOUTH

AAHPER YOUTH FITNESS TEST

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

1201 - 16th Street, N. W.
Washington, D.C.

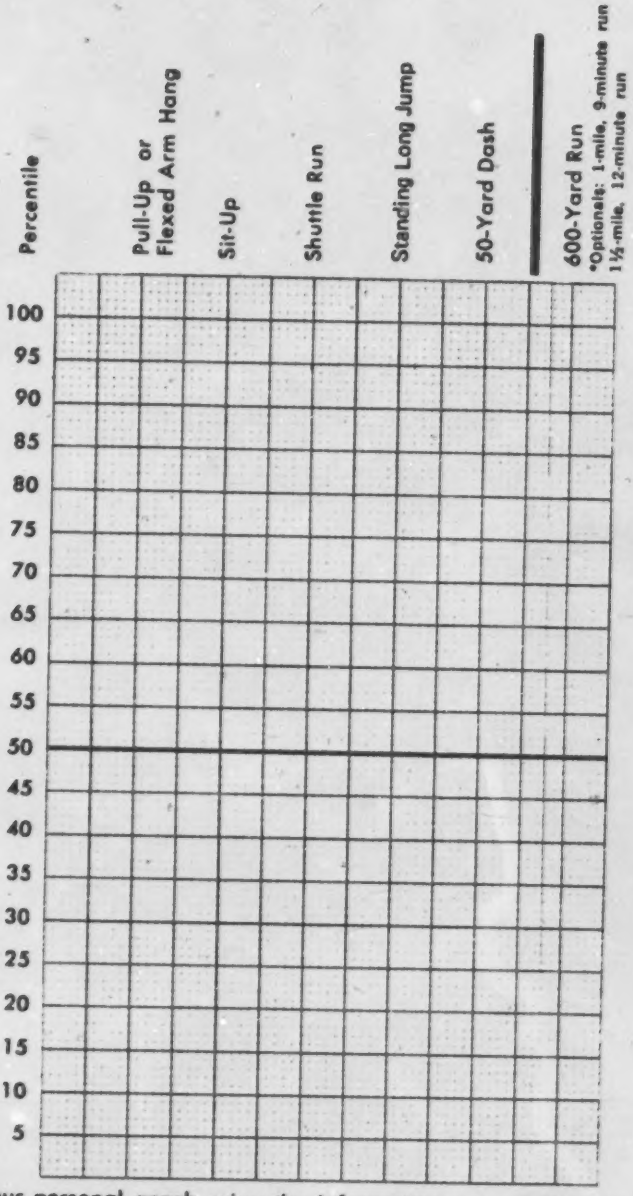
PERSONAL DATA

	Trial 1		Trial 2	
		*Exponent**		*Exponent**
Age (in months)	_____	_____	_____	_____
Height (in inches)	_____	_____	_____	_____
Weight	_____	_____	_____	_____
Sum of Exponents*	_____	_____	_____	_____
Class*	_____	_____	_____	_____

	Trial 1		Trial 2	
	Date		Date	
	Score	*Percentile**	*Score*	*Percentile**
Pull-Up (Boys)	_____	_____	_____	_____
Flexed Arm Hang (Girls)	_____	_____	_____	_____
Sit-Up	_____	_____	_____	_____
Shuttle Run	_____	_____	_____	_____
Standing Broad Jump	_____	_____	_____	_____
50-Yard Dash	_____	_____	_____	_____
600-Yard Run	_____	_____	_____	_____
Optionals				

* See tables in *AAHPER Youth Fitness Test Manual.*

PROFILE RECORD



Plot your personal graph using the information on opposite page.
Use a different color for each trial.

HOW TO RECORD YOUR SCORE

This is your individual fitness record, prepared so you may know your own performance and work to improve your score. Keep these records each year, so that you can see your progress. You can also compare your score with the scores of other students in your own school and in schools throughout the United States.

1. There are places to record your scores on two trials. Take the two tests at least 3 to 4 months apart.

2. Record your age to the nearest month, your height in inches, and your weight in pounds.

3. As you take each test, record your score in the space provided. Use the appropriate tables in the *AAHPER Youth Fitness Test Manual* (Revised Edition 1976) to find your *percentile score.* Enter this percentile score. Your percentile score tells you where you stand in relation to other students. For instance, if your score was the 60th percentile, you scored higher than 60 percent of the students in your classification.

4. Plot a chart of your fitness on the graph by placing a dot on each line at the percentile you scored on each test. Connect the dots with straight lines. The heavy black line at the 50th percentile shows the average. Use different color pencils to plot your two scores. Indicate the date of each trial.

TO IMPROVE YOUR FITNESS

If you want to improve your score, you should ask your physical education teacher to help you plan a program of activities in connection with your physical education classes and outside of school.

CUMULATIVE FITNESS RECORD

THIS FORM is for recording information on the physical fitness of the individual pupil. It should be kept as part of the pupil's personal file, so that it will be available for use by the guidance counselor, school nurse, and school physician, as well as for use by the physical education teacher.

Space is provided for recording two performances each year on the six-item AAHPER Youth Fitness Test. This Cumulative Fitness Record covers the 5th grade through the 12th grade, since there are national norms for these grades.

INSTRUCTIONS

1. Record age to nearest month, height in inches, and weight in pounds at the time the test is administered.

2. Administer each test item as directed in the *AAHPER Youth Fitness Test Manual*, and record the raw scores in the space provided. Find the percentile ranking in the age tables. Enter the percentile score on the record.

3. Plot the profile chart each time the test is given, recording the percentile scores and connecting the dots with straight lines. Use different colors for the two tests, and indicate a key to the colors used.

4. Keep in mind that there is no passing or failing on the six test items. The 50th percentile shows national average performance (norm).

5. Individual progress on each test item over the years may be recorded on the charts found on the back of this form. These are recorded in terms of actual performance instead of in percentiles.

FITNESS FOR YOUTH

AAHPER YOUTH FITNESS TEST

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
1201 - 16th Street, N. W.
Washington, D. C.

CUMULATIVE FITNESS RECORD

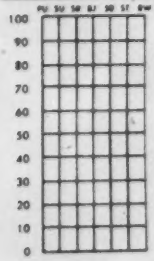
NAME

LAST FIRST MIDDLE

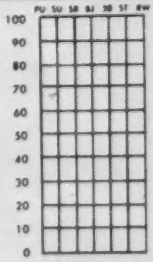
GRADE	5				6				7				8			
	TEST 1		TEST 2		TEST 1		TEST 2		TEST 1		TEST 2		TEST 1		TEST 2	
DATE	___19___ MO.	EXP.	___19___ MO.	EXP.	___19___ MO.	EXP.	___19___ MO.	EXP.	___19___ MO.	EXP.	___19___ MO.	EXP.	___19___ MO.	EXP.	___19___ MO.	EXP.
AGE (months)																
HEIGHT (inches)																
WEIGHT (pounds)																
SUM OF EXPONENTS																
CLASS																
COMPONENT	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE
PULL UP/FLEXED-ARM HANG (arm strength)														PU		
SIT-UP (abdominal strength)														SU		
SHUTTLE RUN (speed and agility)														SR		
STANDING LONG JUMP (leg power)														LJ		
50-YARD DASH (speed)														50		
600-YARD RUN (endurance)														RW		

*Optionals: 1-mile, 9-minute run
1½-mile, 12-minute run

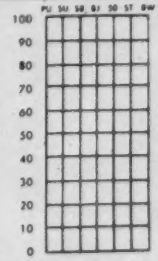
PROFILE-5th



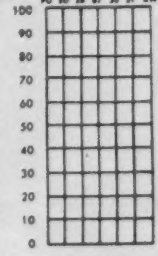
PROFILE-6th



PROFILE-7th



PROFILE-8th



GRADE	9				10				11				12			
DATE	TEST 1 ____19____ MO.	DAY	TEST 2 ____19____ MO.	DAY	TEST 1 ____19____ MO.	DAY	TEST 2 ____19____ MO.	DAY	TEST 1 ____19____ MO.	DAY	TEST 2 ____19____ MO.	DAY	TEST 1 ____19____ MO.	DAY	TEST 2 ____19____ MO.	DAY
AGE (months)																
HEIGHT (inches)																
WEIGHT (pounds)																
SUM OF EXPONENTS																
CLASS																
COMPONENT	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE	RAW SCORE	PERCENTILE
PULL-UP/FLEXED-ARM HANG (arm strength)																
SIT-UP (abdominal strength)																
SHUTTLE RUN (speed and agility)																
STANDING LONG JUMP (leg power)																
50 YARD DASH (speed)																
600 YARD RUN (endurance)																

PU
SU
SR
BJ
50
RW

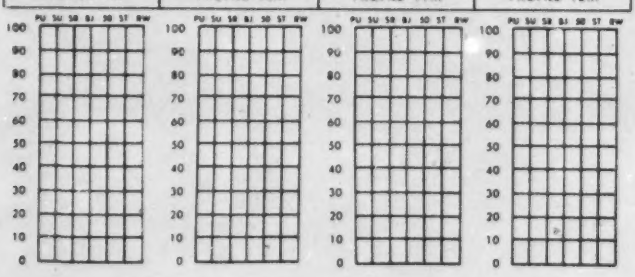
*Optionals: 1-mile, 9-minute run
1½-mile, 12-minute run

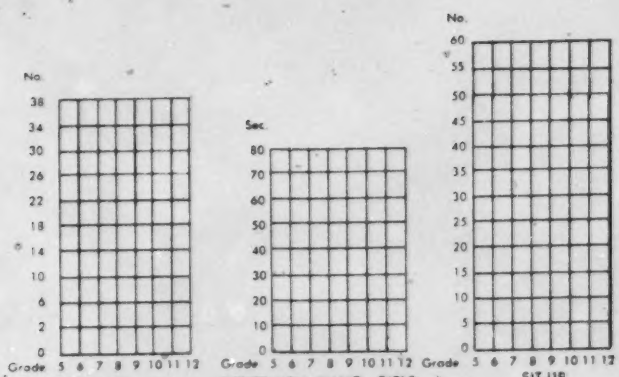
PROFILE–9th

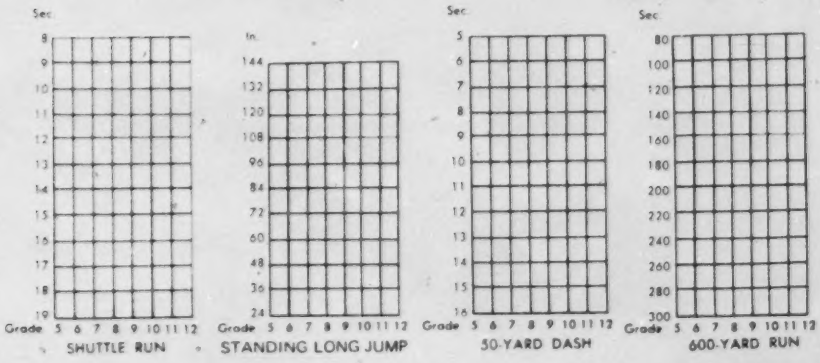
PROFILE–10th

PROFILE–11th

PROFILE–12th







1-mile or 9-minute run
1½-mile or 12-minute run

INSTRUCTIONS

Individual progress on each item of the AAHPER fitness test may be recorded on these charts for each grade from 5 through 12. Place a dot (·) on the vertical line representing the pupil's grade in school at the point representing his best performance for the year. Note that the charts are for both boys and girls, with the exception of Pull-Ups.

After scores for two or more years are recorded, the dots should be connected by straight lines. Thus, the pupil's performance on each test item may be seen at a glance.

If it is desired to record the results of the two tests for each year, rather than the second test only, different colors may be used and a key to the color may be indicated at the top of this page.

CLASS COMPOSITE RECORD

for the

AAHPER YOUTH FITNESS TEST

(Data Sheet)

Name of School:_____ Location:_____ Date_____

Name of Student	Grade	Date of Birth	Height	Weight	Sit-Ups	Pull-Ups	Flexed Arm Hang (Girls)	Shuttle Run	Standing Long Jump	50-Yard Dash	600-Yard Run	1-mile or 9-minute run 1½-mile or 12-minute run						

APPENDIX

PARTICIPATING SCHOOLS AND PERSONNEL IN 1974-75 TEST

City & State	Name of School	School Superintendent	School Principal	Testing Personnel
ARKANSAS				
*James Albright				
**Elizabeth Jones, Director of Physical Education, Little Rock				
Little Rock	Jacksonville Junior High School	J. K. Williams	Don Elkins	Tom Emory
Little Rock	Pulaski Heights School	Paul R. Fair	Carroll Jones	Kathleen Allison George E. Cirks
Little Rock	Southwest Junior High School	Paul R. Fair	Harry L. Cain	Albert D. Chase James T. Grant Charles F. Kennedy Yvonne Koehler Patricia McMurray Shala Schult
ARIZONA				
*Carl Beisecker				
**Edward Long, Director of Physical Education, Phoenix				
Phoenix	Camelback High School	Gerald S. DeGrow	Jack Comstock	O'Jay Bourgeois Janet Shale
**John Beamer, Paradise Valley District				
Phoenix	Trevor Browne High School	Gerald S. DeGrow	John Black	Tom Casteel
Phoenix	Shea School	H. Ray Shipley	Gerald Wray	

*State Directors of Physical Education
**City, County or District Directors of Physical Education

City & State	Name of School	School Superintendent	School Principal	Testing Personnel
CALIFORNIA				
*John Klumb				
**Given Waters, Director of Physical Education, Los Angeles				
**Carol Clark, Coordinator of Physical Education, Los Angeles County				
Santa Ana	Foothill High School	E. F. Clemmer	William R. Frick	Gerry Sedoo Karen Yetter
Whittier	Hillview Intermediate School	Keith Walton	Clif D. Clinger	Stuart Mandell
Pomona	Palomares Junior High School	Robert E. Wentz	Leonard Duff	Nancy Enenbach Patrick Wright
Lujungo	Verdugo Hills High School	William J. Johnston	George R. Henriksen	Pat Green Frank Ornelas
**Harold Fox, Supervisor, Physical Education, San Francisco				
San Francisco	A. P. Giannini Junior High School	Robert Alioto	James Hannon	Susan Brostrom Andrew Ferrando
San Francisco	Portola Junior High School	W. W. Snodgrass	John R. Scharetg	Larry Chapman Orvan Kollewe William Plutte Tom Williams
Tulare	Porterville Elementary School	Jacob Rankin		
Tulare	Bartlett Intermediate School	Jacob Rankin		
Tulare	Porterville High School	Jacob Rankin	Carl Faller	Martha Brodersen Ron Kavern Donn Renwick

*State Directors of Physical Education
**City, County or District Director of Physical Education

City & State	Name of School	School Superintendent	School Principal	Testing Personnel
Vallejo-Napa	Donaldson Way School	J. Win Payne	G. Alan Murray	Margaret Surplus
Vallejo-Napa	Vintage High School	J. Win Payne	Frank J. Silva Virginia D. Rue	Patricia McGill Bill Williams
Vallejo-Napa	Green Valley Intermediate School	Tom Guighi	Bob Waters	Ron Clarke Leo Petty
COLORADO				
**Wally Post, Athletic Director				
Sterling	Campbell Elementary School	Roger O. Blake		Hugh Atkin Wes Boggs
Sterling	Sterling High School	Roger O. Blake		Wally Post
FLORIDA				
*Benton Clifton				
Bradenton	Sugg Middle School	William H. Bashaw	Rock Payne, Jr.	Sue Christner Bob Goen
**Hy Rothstein, Consultant, Health and Physical Education, Dade County				
Miami	Avocado Elementary School	E. L. Whigham	Terry Garner	Mabel Ortiz
Miami	Ada Merritt Junior High School	E. L. Whigham	Chet Trost	Brenda Jackson
Sarasota	Booker Bay Haven Middle School	Gene Piolet	Jerald D. Strickland	Betty Gains Chris Gibson Robert Heimbuch Ronald D. Major

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City & State	Name of School	School Superintendent	School Principal	Testing Personnel
GEORGIA				
*Jack Short				
**Wright Bozimore, Director of Physical Education				
Valdosta	Valdosta Junior High School	Foster Goolsby		Bill Aldrich Ann Baldwin Bob Bolton Monty Fountain Mack Wilder
	Valdosta High School	Foster Goolsby		
**John G. Youmans, Director of HPER and Special Services				
Valdosta	Lowndes High School	A. B. Martin	Carlton Adams	Charles Cooper Jean Griffin Ronnie Mayer Newman Sanchez West Thomas
ILLINOIS				
*Glena Kilgore				
Crete	Crete-Monee High School	John Savage	Russell Hunt	Bill Brechler Dan Decaprio J. R. Jennings Neale Muller Liza Pesavento
Chicago	Sutherland Elementary School	Joseph P. Hannon	Joan C. O'Kane	Josephine V. Wilke
Northbrook	North High School	Forest Sheely	E. J. Duffy	Robert Allright Marily Bradley Ann Fastert Stan Kopielski Eva Clare Ollmeyer Irene Wyckoff

*State Directors of Physical Education
**City, County or District Director of Physical Education

City & State	Name of School	School Superintendent	School Principal	Testing Personnel
Lincoln	Lincoln Community High School	Robert Jones	Ron Ritchhart	Floyd Bee Jenny Brosman Gene McDonald Larry Shoop Don Vandersnick Jo Veile Sandy William
INDIANA *Robert Yoho				
Indianapolis	James Whitcomb Riley School #43	Karl Kalp	Lillian B. Rowe	Susan K. Britton Clifford E. Sedam Carl Roberts, Jr.
Indianapolis	Stephen Decatur Elementary School	Edwin White	Orville Reef	
Indianapolis	Decatur Township Junior High School	Edwin White	Ray Saxman	Warren Guthrie
IOWA *David Wright				
Waterloo	Dunkerton Junior Senior High School	Lloyd A. Simester	E. E. Shank	Gwen Larson Joe Smith
**Finn B. Eriksen, Coordinator, Health, Physical Education, Athletics				
Waterloo	Kittrell Elementary School	George Diestelmeier	Jack Hylton	Gaylen Tann
Waterloo	Jack M. Logan Junior High School	George Diestelmeier	Walter Cunningham	Marv DeWaard
Waterloo	East High School	George Diestelmeier	Alan Krebs	Sandy Kemp Roger Kittleson

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City & State	Name of School	School Superintendent	School Principal	Testing Personnel
KENTUCKY				
**Nanette Callery, Curriculum Specialist, Health, Physical Education and Safety				
Louisville	McFerran Elementary School	Ernest C. Grayson	Herschel Martin	Rosselle Marriewether Sarah Sexton
Louisville	Ahrens Vocational Technical High School	Ernest C. Grayson	Byron H. Bell	Terry Bayer Cindy Smith
**Herb Lewis, Physical Education Supervisor, Jefferson County				
Louisville	Wellington Elementary School	Ernest C. Grayson	Marshall Trantwein	
Jeffersontown	Jeffersontown High School	Ernest C. Grayson	William Craigmyle	
MARYLAND				
*John Molesworth				
**Harold S. Martin, Coordinator of Physical Education				
Baltimore	Hclabird Junior High School	Joshua R. Wheeler	Charles T. Benson	George Kontoyianis Katherine Zenker
**Freda Martin, Coordinator of Physical Education				
Upper Marlboro	Lyndon Hill Elementary	Carl W. Hassel	Richard S. Brown	Allen Hunt Bruce Guinn Charles Brown
MASSACHUSETTS				
**Albert Mangan, Athletic Director				
Middlesex	Lowell High School	Earl Sharfman	Raymond Sullivan	Joann Crow Walter Nelson
**John J. O'Neil, Director of Physical Education				

*State Directors of Physical Education
**City, County or District Director of Physical Education

City & State	Name of School	School Superintendent	School Principal	Testing Personnel
Worcester	Doherty Memorial High School	John J. Connor	John P. Whalen	Carol Bishop Dolores E. Osborne
**Joseph R. Newhiney, Coordinator of Physical Education				
Westborough	Forbes Elementary School	Edward Kelleher	Charles Fournier	Francis Kozcocan Jan Gebo
Westborough	Westborough High School	Edward Kelleher	J. Robert Vail	Richard LaDuke Sue Lyngaas Clark Masters Joe Mewhiney Elise Nickerson
MICHIGAN				
*Lee Quinn **Elroy Hottinger, Director of Physical Education				
Woodhaven	Bates Elementary School	Mark Wegienka	Al Janice	Charles Mittlestat
**Richard Craig, Director of Physical Education				
Pontiac	Whittier Elementary School	Dana P. Whitmer	Jimmie Keel	Pauline Fair
Pontiac	J. F. Kennedy Junior High School	Dana P. Whitmer		
**Richard Daly, Coordinator of Physical Education, Recreation, Athletics				
Flint	Wilkins Elementary School	Peter L. Clancy	Maurice Latimer	Connie Jones Barnett Robert Hooks
Flint	George R. Carter Middle School	Harold Sauser	George Truckey	Tom Gatiss Mike Hunjo
Flint	Clio Area High School	Harold Sauser	Dean Stork	Mary Jekel Ned Lockwood Ernie Patton Nancy Seiloff

*State Directors of Physical Education
**City, County or District Director of Physical Education

City & State	Name of School	School Superintendent	School Principal	Testing Personnel
MISSISSIPPI				
*Russell Lyons				
Magee	Magee Attendance Center	G. L. Tutor	James Wiginton	Minnie Dear Marjorie Gary
Mendenhall	Mendenhall Attendance Center	G. L. Tutor		Bob Harmon Clarence Phillips
MISSOURI				
*Robert Taylor				
**August W. Hermann, Director, Physical Education and Athletics				
St. Louis	McGrath School	Walter Molo	Earl Renfroe	Sam Davis John Titus
Bell City	Bell City Elementary School	Golden Neely	Jerry Hatley	
Bell City	Bell City High School	Golden Neely	Ivan Johnson	
Essex	Richland Middle School	Jimmy Lawrence	Carroll Odum	Barbara Buck Robert Jones
Essex	Richard R-1 Senior High School	Jimmy Lawrence		Danny Rowland
NEBRASKA				
*Roy Gray				
**Hattie Hager, County Superintendent				
	Franklin Junior-Senior High School	Curtis L. Norris	Richard Ward	
	Hildreth Junior-Senior High School		Stanton B. Smith	

*State Directors of Physical Education
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City & State	Name of School	School Superintendent	School Principal	Testing Personnel
NEW JERSEY				
*Sal Abitanta				
Highland Park	Lafayette Elementary School	Roy Loux	Lawrence P. Snow	Jay Dakelman Ginnie San Filippe Nancy Jasin Rose St. John Dorothy Schultz Lawrence P. Snow
Newark	Webster Junior High School	Stanley Taylor	Russell DeLuca	Michael Cardinale Edwin McLucas Annie Mitchell Renard Rossi
**Glenn H. Kohler, Director of Physical Education				
Trenton	Alexander Elementary School	Peter A. Hartman	Richard Pierson	Charles McKinzey Fay Weiner
Trenton	Sharon-Windsor School	Vito Gagliardi	Tom Qualiano	Alfred Gatti
NEW YORK				
*George Grover				
**Erwin Tobin, Director of Physical Education				
New York City	Wm. E. Grady Vocational Technical High School	Irving Anker	Philip Cane	Ira Abramson Leonard Becker Edward Berger Arnold Glick Louis Howort
New York City	E. B. Browning Junior High School	Theodore Weisenthal	Marvin Halpern	Marilyn Paul Edwina Trotter

*State Directors of Physical Education
**City, County or District Director of Physical Education

City & State	Name of School	School Superintendent	School Principal	Testing Personnel
New York City	PS 65	Irving Anker	Benjamin Goodman	Theresa Harris Lenore Silverstein
**George Faulkner, Director of Physical Education				
East Rockaway	E. Rockaway Junior-Senior High School	William Louis	Robert Morse	Rita Barrett Louis Cosenza Joan Faucher Harold Frisleben Karen Kunz
**Andrew Coccari, Coordinator, Health, Physical Education, Recreation				
Brentwood	Northwest Elementary School	G. Guy DiPietro	Louis Lotito	Nicholas Gennaro Melenese Hamilton
Ellenville	Ellenville Elementary School	James Evergetis	Milton Lachterman	Jack Carter Victor D'lessio
Ellenville	Ellenville High School	James Evergetis	Carey Wood	Pete Meoli Peg Smith
NORTH CAROLINA *Norman Leafe **Lane R. Presley, Associate Superintendent				
Knotts Island	Knotts Island School	Jerry L. Blake	Marie Jones	Richard Walker
Poplar Branch	W. T. Griggs School	Jerry L. Blake	M. B. Morris	Richard Walker
Currituck	J. P. Knapp High School	Jerry L. Blake	Jimmie Webb	Russell Leake Patricia Mason
Boone	Parkway School	F. L. Barker, Jr.	John Marsh	Boyd Barrier
Boone	Watauga High School	F. L. Barker, Jr.	Everette Widener	

*State Directors of Physical Education
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City & State	Name of School	School Superintendent	School Principal	Testing Personnel
OHIO				
*Robert Holland				
Cleveland	Clara E. Westropp School	Paul W. Briggs	Bernard A. McGroarty	Thomas Demo Jane Mastny
	Bay High School	Mayard Bauer	Phil Mengert	Toni Chiabotti Dick Scott
Hamilton	Mount Vernon High School	David E. Olsen	James Gastin	Dale Dickson
**Michael Naddeo, Supervisor of Physical Education				
	Garfield School	Peter Reliac	Robert Kinch	John Goode Dorothea Stahlbeber Dick Vereker
	Hopewell Elementary School	Herbert Henderson		Dave Tacosik
	Lakota Middle School	Herbert Henderson		Cathy Dixon Ray Hendel
Findlay	Donnell School	C. Robert Baker	John Hutton	Marie Brown Gene Jones
Van Buren	Van Buren Elementary School	William K. Coburn	Charlotte Vorwerk	Cheryl Huffman
PENNSYLVANIA				
*Vernon Register				
**Irving M. Brady, City Director, Health and Physical Education				
Lansdale	Turner Middle School	Matthew W. Costanzo	Matthew C. Knowles	Dennis Engelman Judy Moedinger Evelyn Robinson Joan Thompson Barbara Thumler George Watkins James Young

* State Directors of Physical Education
** City, County, or District Director of Physical Education

City & State	Name of School	School Superintendent	School Principal	Testing Personnel
**Maribelle Waldo, Department Chairman				
Lansdale	North Penn Senior High School	Geral Somers	Marjorie Kohlhaas	Dorothea Ball Al Brodhag Jim Gulick Ed Lugg Joan Moser Pat Subers Jim Wilde
Middleburg	Middleburg Elementary School	Howard H. Master	Harold Kratzer	Sam Herman, Jr.
Freeburg	Freeburg-Washington Elementary School	Karl G. Rohrback	Randall Young	George Hummel, Jr. Robert E. Lewis
SOUTH CAROLINA				
*Harold Schreiner				
**Charles A. Stuart, District Director of Athletics and Physical Education				
Columbia	St. Andrews Junior High School	Brandon B. Sparkman	John M. Cooley	Marc W. Brown Ruby Canzater Bobby R. Young
TEXAS				
*Ewell Sessom				
**Joseph Tusa, Assistant Superintendent, Athletics, Health, Physical Education				
Houston	Crispus Attucks Junior High School	Billy R. Reagan	Anita V. Howard	Calvin Burleson Peggy Ducote Dimples Lee Connie Van Den Dries Fred White Steve Woodard

*State Director of Physical Education
**City, County or District Director of Physical Education

City & State	Name of School	School Superintendent	School Principal	Testing Personnel
**Charles Churchill, Director of Physical Education				
Houston	Memorial Drive Elementary School	H. M. Landrum	Nora Wilkinson	Bill Tingle
Houston	Spring Branch Junior High School	H. M. Landrum	Ed Ruff	Debbie Piwonka Arch Zabel
Houston	Spring Branch Senior High School	H. M. Landrum	J. T. Shivers	Linda Metzger Gerald Ripkowski
WASHINGTON				
*Howard Schaub				
**Jack Mackenroth, Director, Physical Education and Athletics				
Maryville	Marysville Middle School	Ray Smith	Ron Smyth	Barbara Nilson Monte Parratt
Bow Lake	Bow Lake Elementary School	Robert Sealey	Keith Davis	Gary Reinholtz
Tyee	Tyee Senior High School	Robert Sealey	Vern Harkness	Merle Duncan
WASHINGTON, D. C.				
*Frank Bolden				
**Frank Bolden, Director of Physic[illegible] Education				
Washington	Langley Junior High School	Barbara A. Sizemore	Margaret L. Murray	Charles C. Christian
	Lyndon Hill Elementary School	Carl W. Hassel	Richard S. Brown	Chuck Brown Bruce Guinn Allen Hunt

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FITNESS MATERIALS

TEST MATERIALS

AAHPER YOUTH FITNESS TEST MANUAL

A revised edition of the 1975 manual, with new norms based on a national survey sponsored by a grant from HEW. In addition to the separate norms for boys and girls, an added feature of this revised manual is the inclusion of a new set of optional norms which combine the test results for boys and girls into a single set of norms. Designed to test basic physical components of fitness through performance, the manual is illustrated with drawings and contains complete instructions for administering the six test items — shuttle run, standing broad jump, 50-yard dash, flexed-knee sit-up, 600-yard run-walk (with options at various grade levels), and pull-ups for boys, flexed arm hang for girls. Rev. 1976. 96 pp. (242-25826).

PERSONAL FITNESS RECORD

Forms for each pupil taking test. Rev. 1975. (242-06752)

CLASS COMPOSITE RECORD

Forms for recording test data for the class. Rev. 1975. (242-06754)

CUMULATIVE FITNESS RECORD

Forms for recording individual achievement profile for 8 years (grades 5-12). Rev. 1975. (242-06756)

FITNESS KIT #3

Sample of Fitness Test Manual, Personal Fitness Record, Cumulative Fitness Record, and Class Composite Record. (242-06794)

INTERPRETIVE MATERIALS

EXERCISE AND FITNESS

Suggestions for maximum enjoyment and benefit from exercise and other components of fitness for effective living 1964. 12 pp. (242-07138)

YOUR CHILD'S HEALTH AND FITNESS

Review of the what and why of physical fitness. Written for parents as well as teachers, it is available in quantity for distribution to parents by the students or at parent-teacher meetings. 16 pp. (242-06774)

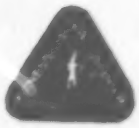
SPECIAL FITNESS AWARDS FOR THE MENTALLY RETARDED

AAHPER's newest award program, sponsored jointly with the Joseph P. Kennedy Jr. Foundation, provides for special fitness awards for mentally retarded children. Eligibility for the awards is based on achievement in tests of physical ability utilizing a modified version of the AAHPER Youth Fitness Test.

Application for the awards may be made through a school, institution, community recreation program, camp, association, or by parents. For a brochure describing the awards program, eligibility requirements, and testing procedures, write AAHPER, 1201 16th St., N.W., Washington, D.C. 20036.

FITNESS AWARDS

AWARD EMBLEMS



SENIOR EMBLEMS
For senior high school ages boys and girls (grades 10-12).

STANDARD EMBLEM
For boys and girls who equal or exceed 50th percentile. Triangular. (242-25514).

MERIT EMBLEM
For boys and girls who equal or exceed 80th percentile. Triangular. (242-25520).

JUNIOR EMBLEMS
For junior high school ages boys and girls (grades 7-9).

STANDARD EMBLEM
For boys and girls who equal or exceed 50th percentile. Square. (242-25512).

MERIT EMBLEM
For boys and girls who equal or exceed 80th percentile. Square. (242-25518).

ELEMENTARY EMBLEMS
For elementary school age boys and girls (grades 5 and 6).

STANDARD EMBLEM
For boys and girls who equal or exceed 50th percentile. Round. (242-25510).

MERIT EMBLEM
For boys and girls who equal or exceed 80th percentile. Round. (242-25516).

INSTRUCTOR'S EMBLEM
(242-25522).

ACHIEVEMENT BAR PATCHES

Worn with emblems to denote repeated test achievement.

2-Star (242-06824).
3-Star (242-06826).
4-Star (242-06828).

FITNESS KIT #1
Sample of each emblem, bar patch, and certificate. (242-26790).

AWARD CERTIFICATES

ACHIEVEMENT AWARDS
Official standard certificate for boys and girls attaining 50th percentile on the AAHPER Youth Fitness Test. 8 x 10 in., suitable for framing or mounting. Elementary (242-06796); Junior (242-06798); Senior (242-06800).

PROGRESS AWARD CERTIFICATE
(for Physically Limited) (242-06802).

GOLD MERIT SEAL (for Achievement Award Certificate only) (242-06806).

CERTIFICATE OF RECOGNITION (for Administrators, Institutions, etc.) (242-06804).

FOR ORDER INFORMATION AND PRICE LIST WRITE:
AAHPER
1201 Sixteenth Street, N.W., Washington, D. C. 20036

PRESIDENTIAL PHYSICAL FITNESS AWARD

The Presidential Physical Fitness Award is the highest award given for performance on the AAHPER Youth Fitness Test. Winners of the award receive a certificate suitable for framing, a decal, and an emblem designed for wear on jackets, sweaters, and blazers.

The Award certificate is handsomely printed in gold and black, and bears the President's signature, the Presidential seal, and a congratulatory message.

The Award emblem is three inches in diameter and embroidered in gold, red, white and blue.

The Award decal, added to the program in 1974, is the same size and color as the emblem. It is designed for use on text and notebooks, walls, luggage, bulletin boards, etc.

All schools and youth groups in the United States which have qualified physical education and/or physical fitness personnel are welcome to participate in the program. This includes all public, private and parochial schools and school districts, YMCAs, YWCAs, boys' clubs, recreation departments, Jewish Community Centers, and organizations representing churches, schools, PTA units, neighborhoods, and similar youth-serving groups.

STATE CHAMPION AWARD

The State Champion Award was established in 1972 to give recognition for outstanding school achievement in physical fitness.

The award is presented annually to the school in each state which has the largest percentage of students qualifying for the Presidential Physical Fitness Award.

The winning school in each state receives a distinctive award plaque and certificate, plus statewide — even national — recognition. And, every student who helps his school win receives a State Champion T-shirt.

Both the Preridential Physical Fitness Award and State Champion Award programs are cosponsored by the President's Council on Physical Fitness and Sports and the American Alliance for Health, Physical Education and Recreation.

For further information and application forms, please write AAHPER, 1201 16th St., N.W., Washington, D. C. 20036.